University of Oregon

The dase in parentheses at the end of each entry is the year on the University of Oregon faculty. See inside back cover for other university officers of administration.

While every effort is made to ensure the accuracy of the information in this bulletin, the University of Oregon and the Oregon State Board of Higher Education have the right to make changes at any time without prior notice. This bulletin is not a contract between the University of Oregon and current or prospective students.

Cover photograph: Side view of Willamette Hall, part of a four-building science complex that was completed in 1990. It houses the Department of Physics and several interdisciplinary research organizations: the Chemical Physics Institute, the Materials Science Institute, the Institute of Theoretical Science, and part of the Institute of Molecular Biology. Photograph by Timothy Hunley.

Statement of Purpose
The University of Oregon is a comprehensive research university and the only Oregon member of the Association of American Universities. Its programs of instruction are designed to provide the opportunity for students to obtain a high-quality education in liberal arts and sciences as well as professional preparation. Its instructional, research, and public-service programs advance scientific and humanistic knowledge and serve the educational, cultural, and economic needs of all Oregonians.

To achieve these goals, the University of Oregon offers undergraduate and graduate programs in mathematical and computer sciences, the physical and biological sciences, the arts and humanities, and the social sciences. The university offers programs in the College of Arts and Sciences and in the professional schools of architecture and allied arts (including planning, public policy and management), business administration, education, journalism, law, and music. The professional fields build upon the core of the university's arts and sciences programs.

Students pursue programs of instruction and research leading to bachelor's, master's, and doctoral degrees. The university is the only institution in the state offering doctoral degrees in the arts and humanities and the social sciences. It places strong emphasis on research programs in the most advanced areas of basic science, many of which have special applicability to high-technology industry. Its international programs facilitate research and an exchange of students and faculty members with other countries.

Because the university's students, as educated men and women, must be prepared to succeed in an increasingly heterogeneous environment, the university strives to provide them with both a student body and a faculty and staff that reflect the cultural, ethnic, and racial diversity of modern society.

The University of Oregon is a member of the Association of Research Libraries, an association of the largest research libraries in the country. In addition, the UO's museums and libraries serve the entire state and preserve the records and artifacts of Oregon's past. Its outreach programs serve business, labor, and governmental groups throughout the state, the nation, and the world. The University of Oregon is recognized for its art and architecture exhibits and its musical and dramatic performances.

Goals and Objectives. The university is guided by the principle that it shall make available educational opportunities of high quality to help students acquire knowledge, skills, and wisdom for personal development and enrichment; an understanding of science and technology; an understanding of other peoples and cultures as well as its own; and responsible participation in a democratic society. Fundamental to the success of the university's educational mission is preserving and encouraging an atmosphere of intellectual freedom.

Affirmative Action and Equal Opportunity
The University of Oregon ensures the right of all individuals to equal opportunity in education and employment in all programs sponsored by the university without regard to race, color, sex, national origin, age, religion, marital status, handicap, veteran status, sexual orientation, or any other extraneous consideration not directly and substantively related to merit or performance. In addition, the university subscribes to the fundamental importance of a multicultural and diverse work force and student body to the effective implementation of its mission. Therefore, the university will take additional steps to afford members of protected groups every reasonable opportunity to participate as employees and students in the university's programs. This policy will be applied in accordance with applicable federal and state laws, regulations, and executive orders.

Sexual Harassment. The university does not tolerate sexual harassment in any form. Students and employees who believe that they have been subjected to sexually based behavior or proposals should contact the Office of Affirmative Action and Equal Opportunity. For assistance in any of these areas, write or call the Office of Affirmative Action and Equal Opportunity, 474 Oregon Hall, University of Oregon, Eugene OR 97403; telephone (503) 346-3123.

Oregon State System of Higher Education
The Oregon State System of Higher Education (OSSHE) is governed by the State Board of Higher Education, whose members are appointed by the governor with confirmation by the Oregon Senate. Board members serve four-year terms, except for student members (*), who serve two-year terms. The names of the members follow; expiration date for each term is June 30 of the year shown.

Executive Committee
George E. Richardson, Jr., Portland, 1994 president
Robert L. Bailey, The Dalles, 1996 vice-president
Robert R. Adams, Corvallis, 1993
Rob Miller, Salem, 1996
Janice J. Wilson, Portland, 1995

Members
Brittney Davis,* Portland, 1993
Mark S. Dodson, Portland, 1993
Richard Donaldue, Beaverton, 1996
Beverly Jackson, Medford, 1991
Leslie M. Swanson, Jr., Eugene, 1993
Laurel Wysok,* Monmouth, 1996

Administrative Staff
Thomas A. Bartlett, chancellor (346-5700), Eugene
Weldon E. Ihig, vice-chancellor for finance and administration (346-5731), Eugene
Shirley Merritt Clark, vice-chancellor for academic affairs (346-5791), Eugene
Larry D. Large, vice-chancellor for public affairs (725-5700), Portland
John Owen, vice-chancellor for the Oregon Center for Advanced Technology Education (OCATE) (737-2541), Corvallis
Virginia Thompson, secretary to the board and executive assistant to the chancellor (346-5749), Eugene

The OSSHE, organized in 1932, provides educational opportunities to people throughout the state. Member institutions are independent elements of an integrated system. Opportunities for general education are distributed as widely as possible throughout the state, with specialized, professional, and technical programs centered at specific institutions.

Member Institutions
Eastern Oregon State College, La Grande
David E. Gilbert, president
Oregon Health Sciences University, Portland
Peter O. Kohler, president
Oregon Institute of Technology, Klamath Falls
Lawrence J. Wolf, president
Oregon State University, Corvallis
John V. Byrne, president
Portland State University, Portland
Judith A. Ramaley, president
Southern Oregon State College, Ashland
Joseph W. Cox, president
University of Oregon, Eugene
Myles Brand, president
Western Oregon State College, Monmouth
Richard S. Meyers, president
Welcome to the University of Oregon

LEARNING AND RESEARCH
Five generations of outstanding leaders and citizens have studied at the University of Oregon since it opened in 1876. Today's students, like the 320,000 who came before them, have access to the most current knowledge in classes, laboratories, and seminars conducted by active researchers. In turn, by sharing their research through teaching, faculty members are better able to articulate their findings and to integrate their specialized studies with broader areas of knowledge. Their students learn that knowledge is a vital and changing commodity and that learning should be a lifelong activity.

UO students select their courses from departments and programs in the College of Arts and Sciences and from several professional schools and colleges. More than 650 full-time faculty members, nearly 450 part-time faculty members, and close to 1,100 graduate teaching and research assistants serve as mentors, colleagues, and friends to the 17,000 undergraduate and graduate students currently enrolled at the university.

Although most students are from Oregon, about 27 percent come from other states and 8 percent from other countries. The mix of backgrounds gives students a chance to know people they might not meet otherwise—a real asset in a world where national and international relations often affect everyday life.

Teaching, research, and a spirit of sharing are characteristics of the entire campus learning community. In the past year, faculty members and students engaged in active research programs have won for the university almost $39 million in research grants, primarily from federal agencies. UO science departments are winning national attention for their work in such areas as computer science, genetics, materials, optics, and neuroscience. The College of Arts and Sciences has, with the help of several major grants, increased its efforts to provide solid humanities education to more students.

THE CAMPUS
The university's 250-acre campus is an arboretum of more than 2,000 varieties of trees. Campus buildings range from Deady Hall, opened in 1876, to a four-building science complex, completed in 1990. The Museum of Natural History is located at 15th Avenue and Columbia Street. Across campus the Museum of Art, a member of the American Association of Museums, is noted for its collections of Oriental and Northwest art. The 1.9-million-volume University of Oregon Library, a member of the Association of Research Libraries, is an important research facility for scholars all over the Northwest.

Campus athletic facilities include the 41,000 seat Autzen Stadium, the Casanova Athletic Center, McArthur Court, Leighton Pool, Estlinger Hall's gymnasia and courts, the Harry Jerome Weight Center, Gerlinger Annex's gymnasia and dance studios, Hayward Field's all-weather track, the Bowerman Building, and both open-air and covered tennis courts.

Student-guided tours of the university are offered by Information and Tour Services (ITS), located on the first floor of Oregon Hall, Monday through Friday at 10:30 a.m. and 2:30 p.m. Tours at other times may be arranged by calling (503) 346-3014. In addition, ITS distributes campus maps and a variety of pamphlets describing university programs, sells University of Oregon general bulletins, and answers questions about services, office locations, and general information about the university.

PUBLIC SERVICE
The sharing of knowledge and the love of learning do not stop at the borders of the campus. Public service is also important to the university.

Members of the UO faculty share their experience and knowledge in numerous community activities, including service in local and state governments. They also serve as professional consultants for businesses, industries, school districts, and government agencies. Students work as interns in a wide variety of education programs in the community and volunteer their help in service activities.

Several university programs are designed specifically to serve the public. The UO's classical-music radio station, KWAX-FM, is an affiliate of American Public Radio. In fall 1987 KWAX was named one of the top ten public radio stations in the country in terms of the percentage of the population tuning in each week. KWAX programs are rebroadcast on translators in several coastal and central Oregon communities. Altogether the stations and translators reach more than 30,800 listeners weekly. A speakers' bureau helps groups around the state who are looking for speakers or commentators on various subjects. The Continuation Center sponsors credit and non-credit activities throughout the state.

The university's presence is also evident at its off-campus facilities—Pine Mountain Observatory in central Oregon near Bend, the coastal Oregon Institute of Marine Biology at Charleston, and the Portland Center. Besides attracting major research funding to Oregon, the UO is one of Lane County's largest employers, with an annual payroll of about $85 million to about 7,100 faculty, staff, and student employees.

ACCREDITATION
The University of Oregon was elected to membership in the Association of American Universities in 1969. The university has full accreditation from the Northwest Association of Schools and Colleges and the Western Interstate Commission for Higher Education. The university's professional schools and colleges are accredited by the following organizations: Accrediting Council on Education in Journalism and Mass Communications American Assembly of Collegiate Schools of Business American Bar Association American Chemical Society American Planning Association American Psychological Association American Society of Landscape Architects American Speech-Language-Hearing Association Association of American Law Schools Council for Accreditation of Counseling and Related Educational Programs Council on Accreditation, National Recreation and Park Association/American Association for Leisure and Recreation Foundation for Interior Design, Education, and Research National Architectural Accrediting Board National Association of Schools of Music National Association of Schools of Public Affairs and Administration National Athletic Trainers Association Planning Accreditation Board Teacher Standards and Practices Commission
Bulletin Expiration
and Requirements Policies
The University of Oregon General Bulletin lists requirements for all degrees offered by the university. Each general bulletin goes into effect at the beginning of fall term the academic year of issue. It expires at the end of summer session the seventh academic year after publication.

Advisers and other university employees are available to help, but students have final responsibility for satisfying degree requirements for graduation.

Undergraduate Students
1. To receive an undergraduate degree, a student must have satisfied, at the time of graduation, all requirements for the degree listed in one of the following:
   a. the unexpired general bulletin in effect when the student was first admitted and enrolled at the University of Oregon
   or
   b. any subsequent general bulletin that has not yet expired

Candidates for all bachelor of arts and bachelor of science degrees conferred fall 1995 and thereafter must satisfy the general university requirements that went into effect fall 1990. See the Bachelor's Degree Requirements section of this bulletin for more information.

Requests for exceptions to bachelor's degree requirements must be submitted in writing to the Office of the Registrar prior to graduation.

2. To fulfill major or minor program requirements, a student must complete the requirements in effect:
   a. when the student first declared the major or minor
   or
   b. when the student changed to a different major or minor

Exceptions to major or minor requirements may be made by a major or minor department or by the Academic Requirements Committee.

Graduate Students
1. To receive a graduate degree, a continuously enrolled student must have completed, at the time of graduation, all requirements described in the department and Graduate School sections of the general bulletin in effect when the student was first admitted and enrolled at the University of Oregon.

2. A student who has not maintained continuous enrollment is subject to the requirements described in the department and Graduate School sections of the general bulletin in effect the first term the student was readmitted by the Graduate School and reenrolled at the University of Oregon.

Requests for exceptions to graduate degree requirements must be submitted in writing to the Graduate School prior to graduation.

General Information
Welcome to the University of Oregon
Academic Majors and Minors
Reader's Guide to the General Bulletin
Academic Calendar
Honors and Awards
Entering the University
Admissions
Registration and Academic Policies
Tuition and Fees
Student Financial Aid
Student Employment
Student Housing
Academic and Career Planning
Liberal Arts and Sciences
College of Arts and Sciences
Sample Programs
American Studies
Anthropology
Asian Studies
Australian Studies
Biology
Canadian Studies
Chemistry
Classics
Greek, Latin
Comparative Literature
Computer and Information Science
East Asian Languages and Literatures
Chinese, Japanese
Economics
English
Creative Writing, Expository Writing
Environmental Studies
Exercise and Movement Science
Folklore and Ethnic Studies
General Science
Geography
Geological Sciences
Germanic Languages and Literatures
German, Scandinavian, Danish, Finnish, Norwegian, Swedish
History
Honors College
Independent Study
Humanities
International Studies
Linguistics
Indonesian, Thai
Mathematics
Medieval Studies
Neuroscience
Pacific Islands Studies
Peace Studies
Philosophy
Physics
Political Science
Psychology
Religious Studies
Romance Languages
French, Italian, Spanish
Russian
Slavic
Russian and East European Studies
Scandinavian Studies
Sociology
Southeast Asian Studies
Speech
Rhetoric and Communication, Telecommunication and Film, Theater Arts
Statistics
Women's Studies
Preparatory Programs and Special Studies
Preparatory Programs
Engineering, Preparatory
Health Sciences, Preparatory
Law, Preparatory
Library Science, Preparatory
Master of Business Administration, Preparatory
Social Work, Preparatory
Teacher Education, Preparatory
Special Studies
Academic Learning Services
Air Force ROTC
Applied Information Management Program
Army ROTC
Labor Education and Research Center
Library
Military Science
Overseas Study
Professional Schools

School of Architecture and Allied Arts 181
  Architecture 182
  Art Education 189
  Art History 191
  Fine and Applied Arts 195
  Historic Preservation 199
  Interior Architecture 200
  Landscape Architecture 204
  Planning, Public Policy and Management 208

College of Business Administration 215
  Undergraduate School of Business 216
  Graduate School of Management 218
  Accounting 224
  Decision Sciences 225
  Finance 226
  Management 228
  Marketing 230

College of Education 233
  Counseling Psychology 234
  Educational Policy and Management 237
  Special Education and Rehabilitation 239
    Communication Disorders and Sciences,
    School Psychology, Special Education
    Developmental Disabilities, Special
    Education Exceptional Learner
  Teacher Education 248
    Curriculum and Instruction, Educational
    Psychology

College of Human Development and
Performance 253
  Gerontology 254
  Human Services 256
  Leisure Studies and Services 258
  Physical Education and Human Movement
    Studies 261
  School and Community Health 267

School of Journalism 273

School of Law 279

School of Music 285
  Dance 285
  Music 289
  Music Education 300
  Jazz Studies 301
  Performance Studies 302

Graduate School 303
  Advanced Degrees 303
  General Information 304
  General Requirements and Policies 305
  Graduate Tuition, Fees, and Financial Aid 306
  Master's Degrees 307
  Doctoral Degrees 309

Resources and Student Services

Campus and Community Resources 311
  Computing 311
  Continuation Center 311
    Community Education, Continuing
    Education, Microcomputer Program,
    Summer Session
  Herbarium 312
  Library 312
  Museums 315
    Condon Museum of Geology
    Museum of Art
    Museum of Natural History
    Oregon State Museum of Anthropology
  Portland Center 315
  Research Institutes 316
    Advanced Science and Technology Institute
    Bureau of Governmental Research and Service
    Center for Asian and Pacific Studies
    Center for Housing Innovation
    Center for the Study of Women in Society
    Center for the Study of Work, Economy, and
    Community
    Chemical Physics Institute
    Humanities Center
    Institute of Cognitive and Decision Sciences
    Institute of Molecular Biology
    Institute of Neuroscience
    Institute of Theoretical Science 319
    Materials Science Institute
    Oregon Institute of Marine Biology
    Social Science Instructional Laboratory 320
    Solar Energy Center

Services for Students 321
  Academic Advising and Student Services
  321
  Affirmative Action and Equal
  Opportunity 322
  Associated Students of the University
  of Oregon 322
  Bookstore 324
  Career Planning and Placement Service 324
  Counseling and Testing 325
  Dean of Students 325
  Erb Memorial Union 326
  Health Services 326
  International Education and Exchange 327
  Public Safety 329
  Recreation and Sports 329
  Special Services 329
  Student University Relations Council 331

References

Enrollment Statistics 333

Faculty Index 335

Subject Index 341

Campus Map 350
**Academic Majors and Minors**

<table>
<thead>
<tr>
<th>Colleges and Schools</th>
<th>Minor</th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAA: School of Architecture and Allied Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;S: College of Arts and Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA: College of Business Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED: College of Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRAD: Graduate School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDP: College of Human Development and Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JOUR: School of Journalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAW: School of Law</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS: School of Music</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;S: College of Arts and Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED: College of Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDP: College of Human Development and Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JOUR: School of Journalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAW: School of Law</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS: School of Music</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting (BA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Studies (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthropology (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture (AAA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art Education (AAA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art History (AAA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and Letters (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian Studies (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Administration (BA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceramics (AAA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classical Civilization (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classics (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coaching (HDP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Disorders and Sciences (ED)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparative Literature (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer and Information Science (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling (ED)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Psychology (ED)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Writing (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum and Instruction (ED)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum and Supervision (ED)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance (MUS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision Sciences (BA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision Sciences: Business Statistics (BA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision Sciences: Production and Operations Mgmt (BA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education (ED)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Policy and Management (ED)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Psychology (ED)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education (ED)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Studies (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnic Studies (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise and Movement Science (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fibers (AAA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance (BA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine and Applied Arts (AAA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Folklore and Ethnic Studies (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td>Certificate</td>
</tr>
<tr>
<td>French (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gerontology (HDP)</td>
<td></td>
<td></td>
<td></td>
<td>Certificate</td>
</tr>
<tr>
<td>Greek (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Education (HDP)</td>
<td></td>
<td></td>
<td></td>
<td>Certificate</td>
</tr>
<tr>
<td>Health Education: Community Health (HDP)</td>
<td></td>
<td></td>
<td></td>
<td>Certificate</td>
</tr>
<tr>
<td>Health Education: Gerontology (HDP)</td>
<td></td>
<td></td>
<td></td>
<td>Certificate</td>
</tr>
<tr>
<td>Health Education: Safety and Driver Education (HDP)</td>
<td></td>
<td></td>
<td></td>
<td>Certificate</td>
</tr>
<tr>
<td>Health Education: School and Community Health (HDP)</td>
<td></td>
<td></td>
<td></td>
<td>Certificate</td>
</tr>
<tr>
<td>Health Education: School Health (HDP)</td>
<td></td>
<td></td>
<td></td>
<td>Certificate</td>
</tr>
<tr>
<td>Health Education: School Health (HDP)</td>
<td></td>
<td></td>
<td></td>
<td>Certificate</td>
</tr>
<tr>
<td>Historic Preservation (AAA)</td>
<td></td>
<td></td>
<td></td>
<td>Certificate</td>
</tr>
<tr>
<td>History (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Services (HDP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Study (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Studies (GRAD)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interior Architecture (AAA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Studies (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italian (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese (A&amp;S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalism (JOUR)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalism: Advertising (JOUR)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalism: Magazine (JOUR)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalism: News-Editorial (JOUR)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Some degree and certificate programs at the University of Oregon are available only to students who were enrolled in these programs before fall 1992 and who completed their major, minor, or certificate requirements by the end of summer session 1993. Existing programs in these disciplines are not open to new students during 1992–93. For more information, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

Majors, Minors, Options, and Certificates

All University of Oregon undergraduate students must complete an academic major to graduate; they may also complete additional majors, minors, or both. Options within majors or minors are additional ways of focusing academic interests, but they do not appear on graduate transcripts. Other terms used for options include areas of concentration, emphasis, focus, or specialization; preparatory programs; primary and secondary areas or subjects; fields or subfields; programs of emphasis or study; study emphases; and tracks. Because some majors require several years of study in fixed sequences, firm decisions about undergraduate majors should be made by the middle of the sophomore year.

Certificates of completion are offered for a few specific programs in addition to and separate from major degree programs. Teaching certificates and endorsements are awarded by the State of Oregon in conjunction with completion of a degree at the university. See Teacher Education in this bulletin for more information. Technically, there are no majors or minors in graduate degree and certificate programs. Graduate students, like undergraduates, may pursue options within their home-department disciplines.
<table>
<thead>
<tr>
<th>Colleges and Schools</th>
<th>Minor</th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;5. School of Architecture and Allied Arts (A&amp;5.)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>A&amp;S. College of Arts and Sciences (A&amp;S.)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>BA. College of Business Administration (BA)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>ED. College of Education (ED)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>GRAD. Graduate School (GRAD)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>HDP. College of Human Development and Performance (HDP)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>LAW. School of Law (LAW)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>MUS. School of Music (MUS)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>JOUR. School of Journalism (JOUR)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>JOUR. School of Journalism (JOUR)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Landscape Architecture (AAA)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Latin (A&amp;S)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Law (LAW)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Leisure Studies and Services (HDP)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Linguistics (A&amp;S)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Management (BA)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Management: Corporate Strategy and Policy (BA)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Management: General Business (BA)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Management: Human Resource Management (BA)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Management: Organizational Studies (BA)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Marketing (BA)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Mass Media Studies (JOUR)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Mathematics (A&amp;S)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Medieval Studies (A&amp;S)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Metalsmithing and Jewelry (AAA)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Music (MUS)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Music Conducting (MUS)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Music: Piano Pedagogy (MUS)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Music Composition (MUS)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Music Education (MUS)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Music Education: Choral-General (MUS)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Music Education: Choral-Instrumental (MUS)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Music Education: Elementary Education (MUS)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Music Education: Instrumental (MUS)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Music History (MUS)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Music Merchandising (MUS)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Music Performance: Instrumental (MUS)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Music Performance: Keyboard (MUS)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Music Performance: Voice (MUS)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Music Theory (MUS)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Outdoor Pursuits Leadership (HDP)</td>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or</td>
</tr>
</tbody>
</table>
ORGANIZATION

The University of Oregon's largest academic units are its colleges and professional schools. Each consists of smaller units called departments, programs, or divisions. The academic year is divided into three terms (fall, winter, spring) and one summer session.

WHERE TO FIND IT

This bulletin has three sections. The first contains information about the academic calendar, honors and awards, admission, registration, tuition and fees, financial aid, and housing. Next is the curriculum section, which describes all the university's academic programs in detail: faculty members, degree and nondegree programs, and course listings. This section is organized by colleges and schools, beginning with the College of Arts and Sciences, with its departments and programs arranged alphabetically. The seven professional schools and colleges follow in alphabetical order, and the Graduate School concludes this section. The last section covers academic and student services.

STILL CAN'T FIND IT?

In addition to the Contents, the Faculty and Subject Indexes at the back are invaluable for locating a person or topic quickly. Cross-references within the text refer to listings in the Subject Index; the ones in darker type are major headings.

DEFINITIONS

The academic terms defined below are used throughout this bulletin.

Cluster. An approved set of three interrelated courses taken outside the major department

Competency. A specific skill in a specific area

Corequisite. A course or other educational requirement that must be completed simultaneously with another course

Course. A subject, or an instructional subdivision of a subject, offered through a single term. Each course offered by the university is assigned a course level. Courses numbered 100–499 are undergraduate course level; 500–799 are lower division, and 300–499 are upper division. Courses number 500 or above are either graduate or professional

1 Credit. Represents approximately three hours spent in outside preparation. The number of lecture, recitation, laboratory, or other periods required each week for any course is in the schedule of classes published each term

3 Credits. Typically requires three lecture hours a week in addition to six hours of outside preparation

Curriculum. An organized program of study arranged to provide integrated cultural or professional education

Discipline. A branch of learning or field of study, e.g., mathematics, history, psychology

Electives. Courses that students may choose to take, as contrasted with required courses

Grade Point Average (GPA). The GPA is determined by dividing the total points for all grades, A, B, C, D, F by the total credits

Innovative Education. Experimental courses that are student initiated and usually student taught

Interdisciplinary. A course of study from more than one academic discipline

Major. A primary undergraduate field of specialization

Minor. A secondary undergraduate field of specialization

Open-ended Courses. Courses numbered 196–200, 399–410, 503, 507, 508, 510, 601–610, and 704–710—for which credit is variable and determined by the instructor's permission

Option. Subarea of specialized study within an undergraduate major or minor or a graduate discipline

Preparatory Programs. Undergraduate courses of study in preparation for professional or graduate degrees

Prerequisite. A course or other educational requirement that must be completed prior to another course or before proceeding to more advanced study

Reading and Conference. A particular selection of material to be read by an individual student and discussed in conference with a faculty member

Repeatable for Credit. Only course numbers designated R may be repeated for credit. The circumstances under which a course may be repeated for credit are usually restricted

Residence Credit. Academic work completed while the student is formally admitted and officially registered at the University of Oregon

Semester. One-half the academic year, applicable only to the UO School of Law

1 Semester Credit. Indicates one semester credit hour, which equals one and one-half quarter credit hours

Seminar. A small group of students studying a subject under a faculty member. Although practices vary, students may do original research and exchange results through informal lectures, reports, and discussions

Sequence. Two or three closely related courses that typically must be taken in a specified order

Specialized Major. A major in a specific area of a larger discipline. An example is decision sciences: business statistics

Stand-alone. A single approved group-satisfying course

Term. Approximately one-third of the academic year, either fall, winter, or spring

To Waive. To set aside without credit certain requirements for a degree

Academic terms particular to the College of Education are defined in that section of this bulletin

COURSES

Abbreviations

The following abbreviations are used in course descriptions.

Coreq: corequisite

H: honors college

PIN: pass/no pass

Prereq: prerequisite

R: repeatable for credit

S: must be taken in sequence

Sample Course Listings

The following examples are from Interior Architecture (IARC):

288 [IARC sophomore-level course number] Creative Problems in Interior Architecture [course title] (6) [course credits] P/N only, grading option. The planning processes by which interior spaces and forms are studied and executed. [course description] Prereq: ARCH 182. [prerequisite]


471/571, 472/572 [IARC senior/graduate course numbers] Materials of Interior Design 1,II [title] (3,3) [credits] per course. The properties, manufacture, and application of materials used in construction and interior design; field
trips to supply sources. [description] Open to nonmajors with instructor's consent. [Enrollment limitation] Undergraduate prerequisite: ARCH 303. [prerequisite]

688 [ARC graduate-only course number]
Advanced Interior Design [course title] 1-12R [credit range; repeatable for credit] F/N only. [grading option] Studio-based investigations of special aspects of interior design. [description] Prerequisite: Option I or graduate standing in interior architecture and instructor's consent. [prerequisites]

Course Prefixes
The following course prefixes, or subject abbreviations, are used at the University of Oregon and other Oregon State System of Higher Education schools. They appear in all University of Oregon bulletins and in the schedule of classes.

AATA Architecture and Allied Arts
AATP Architecture and Allied Arts: Historic Preservation
ACTG Accounting
AESK Academic Learning Services
ANTH Anthropology
ARCH Architecture
ARE Art Education
ARCH History
ART Art and Applied Arts
ARTC Art: Ceramics
ARTF Art: Fibers
ARTM Art: Metalworking and Jewelry
ARTP Art: Printing
ARTR Art: Printmaking
ARST Art: Sculpture
ARTV Art: Visual Design
BA Business Administration
BE Business Environment
BI Biology
CDS Communication Disorders and Sciences
CH Chemistry
CHN Chinese
CI Curriculum and Instruction
CLAS Classics
COLT Comparative Literature
CPHY Counseling Psychology
CREW Creative Writing
DAN Dance: Professional
DANC Dance Service
DANE Danish
DSC Decision Sciences
EALL East Asian Languages and Literatures
EC Economics
EDPM Educational Policy and Management
EDUD Elementary Education
EMS Exercise and Movement Science
ENG English
EPSY Educational Psychology
ES Ethnicity and Folklore Studies
FIN Finance
FINN Finnish
FR French
GEOG Geography
GEOG Global Studies
GER German
GERO Gerontology
GRK Greek
HBR Hebrew
HC Honors College
HDEV Human Development and Performance
HEP [Health Education: Professional]
HES Health Education: Service
HIST History
HS Human Services
HUM Humanities
IARC Interior Architecture
INDO Indonesian
INTL International Studies
IST Interdisciplinary Studies
ITAL Italian
JPN Japanese
LA Landscape Architecture
LAT Latin
LAW Law
LERC Labor Education and Research Center
LIB Library
LING Linguistics
LSS Leisure Studies and Services
MATH Mathematics
MGT Management
MGRE Modern Greek
MIL Military Science
MKTG Marketing
MUJ Music Education
MUP Jazz Studies
MUP Music Performance
MUS Music
NORW Norwegian
OACT Overseas Studies: American Council of Teachers of Russian [Soviet Union]
OAGU Overseas Studies: Tokyo, Aoyama Gakuin University [Japan]
OAMU Overseas Studies: Manila, Ateneo de Manila University [Philippines]
OAVI Overseas Studies: Avignon, NICSA Program [France]
OBIE Overseas Studies: Beijing, Central Institute for Nationalities [China]
OBEL Overseas Studies: Buenos Aires, National University of Buenos Aires, Universidad de Belgrano [Argentina]
OBEN Overseas Studies: Rome, Università degli Studi [Italy]
OBER Overseas Studies: Bergen, University of Bergen [Norway]
OBWU Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg [Germany]
OCHA Overseas Studies: Prague, Charles University [Czechoslovakia]
OCHK Overseas Studies: Hong Kong, Chinese University of Hong Kong
OCOL Cologne, NICSA Program [Germany]
OCUE Overseas Studies: Guimarães, Intensive Spanish Program [Portugal]
OCCP Overseas Studies: Corfu University [Greece]
ODAR Overseas Studies: Dar es Salaam, University of Dar es Salaam [Tanzania]
ODIS Overseas Studies: Copenhagen, Denmark's International Summer Program
OHAN Overseas Studies: Hannover, Hannover University [Germany]
OHUJ Overseas Studies: Jerusalem, Hebrew University of Jerusalem [Israel]
OJAU Overseas Studies: St. Andrews, Joseph Arla University [Hungary]
OJAV Overseas Studies: Bogotá, Pontificia Universidad Javeriana [Colombia]
OSB Overseas Studies: Tokyo, GIES Japan Summer Business and Society Program
OSEE Overseas Studies: Tokyo, Keio University [Japan]
OSEN Overseas Studies: Nairobi, Kenyatta University [Kenya]
OKU Overseas Studies: Khon Kaen, Khon Kaen University [Thailand]
OLAT Overseas Studies: La Trobe University [Australia]
OLNK Overseas Studies: Linköping, University of Linköping, Sweden
OLON Overseas Studies: London, NICSA Program [England]
OLYO Overseas Studies: Lyon, Universities in Lyon [Lille] and Catholic Faculties [France]
OMAC Overseas Studies: Glasgow, University of Glasgow Charles Rennie Mackintosh School of Architecture Scotland
OMAI Overseas Studies: LeMans, Université du Maine [France]
OMAL Overseas Studies: Malang, Institut Keguruan [Indonesia]
OMAN Overseas Studies: Oslo, University of Oslo [Norway]
OMPP Overseas Studies: Positano, University of Naples [Italy]
ONE Overseas Studies: Olexandria, Alexandria University [Egypt]
OPFV Overseas Studies: Parma, University of Parma [Italy]
OPER Overseas Studies: Perugia, University of Perugia [Italy]
OSA Overseas Studies: Prague, Charles University [Czechoslovakia]
OSM Overseas Studies: Rome, Sapienza University of Rome [Italy]
OUGA Overseas Studies: St. Petersburg, Higher Education [Russia]
OUGP Overseas Studies: Tampere, University of Tampere [Finland]
OUGR Overseas Studies: Bangkok, Thammasat University [Thailand]
OUBA Overseas Studies: Aberdeen, University of Aberdeen [Scotland]
OUEA Overseas Studies: Norwich, University of East Anglia [England]
OUPP Overseas Studies: Uppsala, University of Uppsala [Sweden]
OURE Overseas Studies: Montevideo, Universidad Catolica del Uruguay [Uruguay]
OUPP Overseas Studies: Stockholm, University of the North Pacific [Philippines]
OWAR Overseas Studies: Warsaw, Central Institute of Planning and Statistics [Poland]
OWAS Overseas Studies: Tokyo, Waseda University [Japan]
OYON Overseas Studies: Seoul, Yonsei University [Korea]
PEAE Physical Education Aerobics
PEAQ Physical Education Aquatics
PEHE Physical Education Gymnastics
PEHI Physical Education Human Action Studies
PEI Physical Education Individual Activities
PEIA Physical Education Intercollegiate Athletics
PEMA Physical Education Military Athletics
PEMS Physical Education Multi-Sport Activities
PEOL Physical Education Outdoor Pursuits—Land
PEOW Physical Education Outdoor Pursuits—Water
PEP Physical Education Professional Experience
PER Physical Education Racquet Sports
PEPU Physical Education Running
PET Physical Education Team Sports
PEW Physical Education Weight Training
PEY Physical Education Yoga Training
PHIL Philosophy
PHYS Physics
PPH Planning, Public Policy and Management
PS Policing
PSY Psychology
REL Religious Studies
RHCM Rhetoric and Communication
RL Romance Languages
RU Russian
SCAN Scandinavian
SEED Secondary Education
SLAV Slavic
SOC Sociology
SPAN Spanish
SPED Special Education (Mildly Handicapped)
SPEF Special Education and Rehabilitation
SPSY School Psychology
SPWE Swedish
TA Theater Arts
TCP Telecommunication and Film
THAI Thai
WR Writing
WST Women's Studies

Course Numbering System
Except at the 500- and 600-level courses, courses in University of Oregon bulletin are numbered in accordance with the course-numbering plan of the schools in the Oregon State System of Higher Education. Institutions vary in their treatment of 500- and 600-level courses.

1-99 Remedial, terminal, semiprofessional, or non-credit courses that do not apply toward degree requirements

100-299 Lower-division (freshman- and sophomore-level) courses

300-499 Upper-division (junior- and senior-level) courses

500-599 Courses that offer graduate-level work in classes that include undergraduate students
600-699
Courses for graduate students only

700-799
Except in the School of Music, professional or technical courses that apply toward professional degrees but not toward advanced academic degrees such as the M.A., M.S., or Ph.D. Both 600 and 700 numbers in the School of Music indicate graduate courses only.

Open-ended Courses
Certain numbers are reserved for courses that may be repeated for credit (R) under the same number. Credit is assigned according to the work load in a particular course. Credit ranges indicate minimum and maximum credits available in a single course. Departments determine credit ranges unless specified below. Except in the School of Law, courses numbered 503, 601, and 603 are offered pass/no pass only.

196 Field Studies (1-2R)
198 Workshop or Laboratory Projects or Colloquium: [Term Subject] (1-2R)
199 Special Studies: [Term Subject] (1-3R)
200 Innovative Education: [Term Subject] (1-3R)
399 Special Studies: [Term Subject] (1-4R)
400 Innovative Education: [Term Subject] (1-3R)
401 Research
402 Supervised College Teaching
403 Thesis
404 Internship: [Term Subject]
405 Reading and Conference: [Term Subject]
406 Field Studies or Special Problems
407/507 Seminar: [Term Subject]
408/508 Workshop or Laboratory Projects or Colloquium: [Term Subject]
409 Supervised Tutoring or Practicum: [Term Subject]
410/510 Experimental Course: [Term Subject]
503 Thesis
601 Research
602 Supervised College Teaching
603 Dissertation
604 Internship: [Term Subject]
605 Reading and Conference: [Term Subject]
606 Field Studies or Special Problems
607 Seminar: [Term Subject]
608 Workshop or Special Topics or Colloquium: [Term Subject]
609 Terminal Project or Practicum or Supervised Tutoring: [Term Subject]
610 Experimental Course: [Term Subject]
704 Internship: [Term Subject]
705 Reading and Conference: [Term Subject]
706 Field Studies or Special Problems
707 Seminar: [Term Subject]
708 Workshop or Special Topics or Colloquium: [Term Subject]
709 Terminal Project or Practicum or Supervised Tutoring: [Term Subject]
710 Experimental Course: [Term Subject]
### Academic Calendar

#### Fall Term 1992
- **Reenrollment applications due:** Friday, July 17
- **New Student Week:** Wednesday to Sunday, September 21–25
- **Advance Registration:** May 18–29, 1992
- **Registration by telephone:** August 3–October 9, 1992
- **Classes begin:** Monday, September 28
- **Last day to pay fees without penalty:** Wednesday, September 30
- **Last day to add courses:** Friday, October 9
- **Last day to drop courses without recorded “W”**:
  - Friday, October 16
- **Thanksgiving vacation**:
  - Thursday to Sunday, November 26–29
- **Fall-term final examinations**:
  - Sunday, December 18

#### Spring Term 1993
- **Reenrollment applications due:** Friday, February 5
- **Registration by telephone:** March 22 to April 9
- **Classes begin:** Monday, March 29
- **Last day to pay fees without penalty:** Wednesday, March 31
- **Last day to add courses:** Friday, April 9
- **Last day to drop courses without recorded “W”**:
  - Friday, April 16
- **Memorial Day holiday**:
  - Monday, May 31

#### Winter Term 1993
- **Reenrollment applications due:** Monday, November 2, 1992
- **Registration by telephone:** November 16 to January 15, 1993
- **Classes begin:** Monday, January 4
- **Last day to pay fees without penalty:** Wednesday, January 6
- **Last day to add courses**:
  - Friday, January 15
- **Martin Luther King, Jr. Day holiday**:
  - Monday, January 18
- **Last day to drop courses without recorded “W”**:
  - Friday, January 22
- **Winter-term final examinations**:
  - Monday to Friday, January 25–19
- **Spring vacation**:
  - March 20–28

#### Summer Session 1993
- **Registration by telephone**:
  - May 31 to July 2
- **Classes begin**:
  - Monday, June 21
- **Last day to pay fees without penalty**:
  - Wednesday, June 23
- **Independence Day holiday**:
  - Monday, July 5
- **Eight-week session ends**:
  - Friday, August 13
- **Summer-session graduation convocation**:
  - Saturday, August 14

#### Fall Term 1993
- **Advance registration**:
  - May 17–28
- **Registration by telephone**:
  - August 2 to October 8
- **Reenrollment applications due**:
  - Friday, July 16
- **New Student Week**:
  - Wednesday to Sunday, September 20–24
- **Classes begin**:
  - Monday, September 27
- **Last day to pay fees without penalty**:
  - Wednesday, September 29
- **Last day to add courses**:
  - Friday, October 8
- **Last day to drop courses without recorded “W”**:
  - Friday, October 15

#### Thanksgiving vacation
- **Thursday to Sunday, November 26–29**

#### Fall-term final examinations
- **Monday to Friday, December 6–10**
- **Winter vacation**:
  - December 11 to January 2

#### Winter Term 1993
- **Advance registration**:
  - May 17–28
- **Registration by telephone**:
  - August 2 to October 8
- **Reenrollment applications due**:
  - Friday, July 16
- **New Student Week**:
  - Wednesday to Sunday, September 20–24
- **Classes begin**:
  - Monday, September 27
- **Last day to pay fees without penalty**:
  - Wednesday, September 29
- **Last day to add courses**:
  - Friday, October 8
- **Last day to drop courses without recorded “W”**:
  - Friday, October 15

#### Thanksgiving vacation
- **Thursday to Sunday, November 26–29**

#### Fall-term final examinations
- **Monday to Friday, December 6–10**
- **Winter vacation**:
  - December 11 to January 2
HONOR SOCIETIES

One of two national honor societies for freshmen at the University of Oregon is through election to membership in a chapter of a local, national, or international honor society. Criteria for membership and the scope of activities vary widely. Some focus primarily on scholastic achievement; others consider grades along with other factors such as community service and leadership. Some honor societies select members by invitation only; for others, students must submit applications.

Initiation Fees. Many, but not all, honor societies charge initiation fees. The Olwen William Harris Endowment Fund has been established to help defray the cost of initiation fees for students who cannot afford to pay them. To receive money from this fund, students must complete an application, which is available from the coordinator of honors and awards. An advisory committee reviews all applications and dispenses the awards.

HONORARIES BASED ON SCHOLARSHIP

(membership by invitation)

Alpha Lambda Delta
Roger Morris, Adviser
(503) 346-3216

One of two national honor societies for freshmen, Alpha Lambda Delta is for students whose cumulative GPA is 3.50 or better, for a minimum of 12 graded credits a term, after winter or spring term of their freshman year. Students who accept the invitation to join are initiated in May. Members participate in activities during their sophomore year. Initiation fee: $15 to $30

Golden Key
Hilda Yee Young, Adviser
(503) 346-3118

Golden Key national honor society recognizes scholastic achievement in all undergraduate fields of study. Eligibility is limited to the top 15 percent of juniors and seniors. Students must have a 3.50 GPA and a minimum of 45 credits at the university to be invited to membership. A membership reception is held in the fall, and two scholarships are awarded annually to outstanding junior and senior initiates. Initiation fee: $40

Phi Beta Kappa Society
Nan Copsock-Bland, Adviser
(503) 346-2221

Founded in 1776, the Phi Beta Kappa Society is the oldest and most prestigious academic honor society in the nation. The Alpha of Oregon chapter has a younger sibling chapter at Reed College; these are the only two chapters in the state. The society honors students whose undergraduate academic records fulfill the objectives of a liberal-arts education. Besides electing new members each spring, the chapter brings to campus national scholars to give free public lectures and converse with students on liberal-arts topics. An annual cash prize is awarded to the undergraduate winner of the Stanley B. Greenfield Phi Beta Kappa Essay Prize contest; the 1992 prize was $300. The content and style of the essay must be exemplary.

A membership committee of faculty, staff, and graduate-student members screens academic records to determine whether they fulfill the minimum requirements for membership in Phi Beta Kappa and makes recommendations to the membership at large. Following an election meeting in late May, elected students are invited to join the society. Also elected are the Oregon Six, six students voted the most outstanding of those elected to membership that year. Students who accept the invitation to join are initiated the morning of the spring commencement ceremony. Initiation fee: $35

Below is a summary of the minimum requirements for election to Phi Beta Kappa:

1. At least 168 credits completed by the beginning of the spring term of the election
2. At least 80 credits and five terms on the Eugene campus, the last three terms in residence
3. 3.70 cumulative grade point average at the University of Oregon or a 3.50 cumulative UO GPA and a cumulative GPA of at least 3.80 for the last five terms. Only terms in which a student earned letter grades for 6 or more credits are considered in computing the five-term GPA
4. At least 60 percent of UO credits are in courses considered liberal in character, of which 24 credits must be upper division and no more than 6 of these 24 are elective pass/no pass
5. Distribution of the 24 upper-division credits among the group-satisfying areas (arts and letters, social science, science) in the College of Arts and Sciences to include one of the following:

- a. 6 credits in each of two areas
- b. 6 credits in one area and 3 credits in each of the other two areas
- c. 6 credits in each of two departments and 3 credits in a third department in one area

6. Evidence of good conduct and character

Fulfillment of the minimum requirements does not guarantee election to Phi Beta Kappa.

Phi Eta Sigma
Roger Morris, Adviser
(503) 346-3216

UO freshmen with a cumulative GPA of 3.50, for at least 12 graded credits a term, after winter or spring term are invited to join Phi Eta Sigma. New members are initiated in the spring and are active the following year. Initiation fee: $15 to $30

HONORARIES BASED ON SCHOLARSHIP, LEADERSHIP, AND SERVICE

(membership by invitation and application)

Ancient Order of the Druids
Patricia M. Scott, Adviser
(503) 346-3211

Druids is an honor society for juniors who exhibit outstanding scholarship, leadership, service, character, and participation in student activities. It is open to anyone with a 3.20 GPA or better who will have completed 90 credits by the following fall term. Availability of applications is announced each spring in the Oregon Daily Emerald. Membership is limited to approximately twenty-five students. New members are elected by unanimous vote of the active members.

Friars
Mary Hudzikiewicz, Adviser
(503) 346-3216

Established in 1910, Friars is the oldest honor society on the UO campus. Membership is composed of faculty members and students who have completed at least three years of study. Criteria are contributions to the university, potential for community leadership, and commitment to the university as alumni. There is no application process. Prospective members are nominated from within the active membership. New members are selected each spring.
Mortar Board
Lawrence H. Smith, Adviser
(503) 346-3235
A national honor society for seniors, Mortar Board emphasizes leadership, scholarship, and service. To be eligible for membership, students must have at least a 3.20 GPA and be entering their senior year the term following initiation. Selection and initiation of qualified candidates takes place spring term. Initiation fee: $55

PROFESSIONAL ORGANIZATIONS

Alpha Kappa Delta
Benton Johnson, Adviser
(503) 346-5009
An international sociological honor society, Alpha Kappa Delta is open to people who meet the following criteria: a cumulative GPA of at least 3.00, a cumulative GPA in sociology courses of at least 3.00, and completion of at least four sociology courses. Members investigate sociological issues and social problems through social and intellectual activities that lead to improvement of the human condition. Initiation fee: $20

Alpha Kappa Psi
David M. Boush, Adviser
(503) 346-3303
Members of Alpha Kappa Psi, a professional business fraternity, can improve leadership and professional skills. Projects and activities include student-faculty socials, the "Half-Day-on-the-Job" program, and speakers from the business community. Initiation fee: $40

Asklepiads
Marllis G. Strange, Adviser
(503) 346-3211
Asklepiads is a scholastic honorary for students taking courses in the prehealth sciences. Activities include dispensing prehealth sciences literature, maintaining information files on medical schools, supervising preceptorships in health fields, and arranging tours of the Oregon Health Sciences University in Portland. Potential members must have a high GPA in science courses, completion of at least one term of organic chemistry, and participation in extracurricular activities. Applications are available in 164 Oregon Hall. Initiation fee: $20

Beta Alpha Psi
Roger A. Chope, Adviser
(503) 346-3308
The primary objective of Beta Alpha Psi, a national scholastic and professional accounting fraternity, is to encourage and recognize excellence in the accounting field. A cumulative GPA of at least 3.00 is required for membership. The fraternity provides members and practicing accountants with opportunities for self-development and encourages a sense of ethical, social, and public responsibility. Initiation fee: $40

Beta Gamma Sigma
Donald E. Lytle, Adviser
(503) 346-3329
Beta Gamma Sigma, a national scholastic honorary in business administration, promotes "the advancement of education in the art and science of business ... the conduct of business operations." To be eligible for membership, a student must rank in the top 5 percent of the junior class, the top 10 percent of the senior class, the top 20 percent of a master's degree program, or be a graduating doctoral candidate. Membership is by invitation only. Selection is by a faculty committee. Beta Gamma Sigma is strictly an honorary organization with no formal meetings other than the social functions accompanying initiation. Initiation fee: $25

Delta Phi Alpha
Susan C. Anderson, Adviser
(503) 346-4051
Chartered in 1936, Delta Phi Alpha is a national honor society dedicated to promoting the study of German language, literature, and civilization; to furthering an interest in and a better understanding of the German-speaking people; and to fostering a sympathetic appreciation of German culture.

Kappa Tau Alpha
Randal A. Beam, Adviser
(503) 346-3745
Kappa Tau Alpha is a national society that recognizes and encourages high scholastic and professional standards among journalism majors. Potential members must have a bachelor's or master's degree in journalism with a cumulative GPA of 3.50 or better and be in the top 10 percent of their graduating class. Initiation fee: $10

Kappa Tau Alpha
Randal A. Beam, Adviser
(503) 346-3745
Kappa Tau Alpha is a national society that recognizes and encourages high scholastic and professional standards among journalism majors. Potential members must have a bachelor's or master's degree in journalism with a cumulative GPA of 3.50 or better and be in the top 10 percent of their graduating class. Initiation fee: $10

Mathematics Association of America
Daming Xu, Adviser
(503) 346-4720
The student chapter of the Mathematics Association of America, a mathematics society, sponsors films and talks on subjects that are not usually encountered in the classroom. The talks, by students and faculty members, are geared to undergraduates at all levels. All students are welcome regardless of whether they choose to join the chapter.

Mu Phi Epsilon
(503) 346-3761
An international music fraternity, Mu Phi Epsilon enables members to gain experience in public performances. Music majors or minors who have received second-term freshman standing in the music-major curriculum are eligible for election on the bases of scholarship, musicianship, character, and personality. Activities include presenting musical programs on and off campus, organizing receptions at musical events, and hosting guest artists. Initiation fee: $43

Order of the Coif
Chapin D. Clark, Adviser
(503) 346-3863
Chartered at the UO in 1934, Order of the Coif is a national law-school honorary that recognizes superior scholarship and promotes the ethical standards of the legal profession. The School of Law faculty selects members from the top 10 percent of each graduating class. Initiation fee: $25

Phi Beta
Janet W. Descutner, Adviser
(503) 346-3386
Phi Beta is a professional fraternity for students of music, speech, drama, dance, or art. Its primary aims are to encourage high professional standards and support for the creative and performing arts. Membership criteria are based on scholarship and intellectual achievement, career development, and the use of students' talents to serve other students, schools, and communities. Initiation fee: $25

Pi Alpha Alpha
Bryan T. Downes, Adviser
(503) 346-3817
The purposes of Pi Alpha Alpha, a national honor society, are to promote scholarship and recognition among students and professionals in public affairs and administration and to foster integrity and creative performance in government and related public service. To become members, past or present students or teachers must display high academic achievement or outstanding public service in public-affairs or public-administration programs of universities that belong to the National Association of Schools of Public Affairs and Administration. Initiation fee: $30

Pi Gamma Mu
Hilda Yee Young, Adviser
(503) 346-3211
Pi Gamma Mu is an international society for superior students, seniors, or graduate students in the social sciences. Eligibility criteria are 45 credits at the UO, membership in the top 35 percent of their class, a cumulative GPA of 3.30 or higher, and at least 30 credits in history, economics, geography, social psychology, international studies, and ethnic studies. Interested students may submit an application accompanied by an academic transcript. Invitations to join are mailed each spring. Initiation fee: $45

Psi Chi
Psychology Peer Advisers
(503) 346-5582
The purpose of the national Psi Chi society is to encourage, stimulate, and maintain scholarship among psychology undergraduate and graduate students. Potential members must be in the top 35 percent of their class and have at least 12 credits in psychology. A 3.00 GPA is required of graduate students. Selection by application takes place throughout the year. Initiation fee: $30
Sigma Xi
John R. Lukacs, Adviser
(503) 346-5112
Sigma Xi encourages both pure and applied scientific research through five major activities: recognition of individual research promise and achievement, publication of research in progress in American Scientist, lecture programs, grants-in-aid research, and a science-and-society program. Membership, by invitation only, is based on research aptitude and achievement rather than grades or degrees. Initiation fee: $35

SERVICE ORGANIZATIONS
Alpha Phi Omega
Mary Hudzikiewicz, Adviser
(503) 346-3216
A service honorary for both undergraduate and graduate students, Alpha Phi Omega develops leadership skills and promotes friendship by serving the local community. Applications are accepted year round in 364 Oregon Hall. Initiation fee: $15

Circle K International
Dianna Kale, Adviser
(503) 343-3216
Sponsored by the Emerald Empire Kiwanis Club, the campus chapter of Circle K is part of the world's largest collegiate service organization. Membership is open to all students interested in working on campus and community service projects. Activities include sponsoring speakers, maintaining campus fountains, carving pumpkins for nursing homes, and raising funds for charities.

UNDERGRADUATE ACADEMIC HONORS
Clark Honors College
Students may augment their majors by fulfilling requirements in the Clark Honors College, a small liberal-arts college within the larger College of Arts and Sciences. For details, see the Honors College section of this bulletin.

Dean's List
The Dean’s List is announced after each fall, winter, and spring term. To qualify, a student must be an admitted undergraduate and complete at least 12 graded credits with a GPA of 3.75 or better.

Departmental Honors
Some departments offer bachelor's degrees with honors. For more information, see the Registration and Academic Policies and departmental sections of this bulletin.

Junior Scholars
Undergraduates with 90 to 134 credits, the last 45 at the UO, and GPAs of 3.75 or higher are named Junior Scholars by the Mortar Board honor society during winter term.

Latin Honors
Graduating seniors are considered for cum laude, magna cum laude, and summa cum laude honors based on percentile rankings in their graduating classes. For more information, see the Registration and Academic Policies section of this bulletin.

AWARDS AND PRIZES
Individual and Organization Awards
Listed are major university awards presented during Parents’ Weekend in May. Selection criteria are available from the honors and awards coordinator in 364 Oregon Hall.

American Association of University Women Senior Recognition Award
(senior woman)
Bess Templeton Cristman Award
(junior woman)
Burt Brown Barker Vice-Presidential Cups
(men's and women's living organizations)
Centurian Awards
(undergraduate students)
Dean's Award for Service
(any student)
Doyle Higdon Memorial Trophy
(sophomore student-athlete)
Emerald Athletic Award
(senior student-athlete)
Friendship Foundation Awards
(international student)
Gerlinger Cup
(junior woman)
Global Citizen Award
(any student)
Golda Parker Wickham Scholarship
(any student)
Graduate Service Awards
(master’s or Ph.D. students)
Jackson Athletic Trophy
(senior woman athlete)
Jewel Hairston Bell Award
(person of color)
Koyl Cup
(junior man)
Maurice Harold Hunter Leadership Scholarship
(junior man from Oregon)
Mother’s Club Scholarships
Office of Multicultural Affairs Leadership Awards
Office of Multicultural Affairs Scholarships
Ola Love Fellowship, American Association of University Women
(graduate student)
Outstanding International Student Awards
(any student)
Ray Hawk Award
(senior)
Theresa Kelly Janes Award
(any student)
Vernon Barkhurst Award
(sophomore)
Wilson Cup
(senior)
Fellowships and Scholarships
For information about fellowships and scholarships besides the ones mentioned here, see the Student Financial Aid and departmental sections of this bulletin.

Eric Englund Scholarship
(senior or first-year graduate student in English or history)
Fulbright Grants for Overseas Study
(graduate students)
Fulbright-Hays Dissertation Research Abroad Program
(doctoral candidates)
German Academic Exchange Service Study Grant
Marshall Scholarship
Rhodes Scholarship
Rotary International Scholarship
Stanley Manevet Scholarship
(first-year graduate student in English)
Prizes
Several cash prizes are awarded for student essays. The Phi Beta Kappa Society offers $300 to the undergraduate winner of the Stanley B. Greenfield Essay Prize. Last year the Women's Studies Program awarded a $300 prize for the best undergraduate essay in lesbian and gay studies.

The Department of Mathematics administers the William Lowell Putnam examination, a national competition offering prizes to top finishers.

The George W. Cherry Speech Award is a scholarship given to the best public speaker in the forensics program.

Students should inquire at their home departments about additional contests or competitions for expository or creative writing or other student projects.
ADMISSIONS

240 Oregon Hall
Telephone (503) 346-3201
James R. Buch, Director

Some major, minor, and certificate programs are available only to students who were enrolled in these programs before fall 1992 and who will complete their degree or certificate requirements by the end of summer session 1993. Existing programs in these disciplines are not open to new students during 1992-93. For more information, prospective undergraduate students should telephone the Office of Admissions at the number above. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

Admission requirements apply to all students seeking to enroll at the University of Oregon. Undergraduate international students are admitted fall term only.

APPLICATION DEADLINES

Student Classification for Winter 1993 Enrollment
All classifications except international undergraduates .......... October 16, 1992
Reenrollment or reregistration ... November 2, 1992

for Spring 1993 Enrollment
All classifications except international undergraduates .......... January 22, 1993
Reenrollment or reregistration .......... February 5, 1993

for Summer 1992 Enrollment
Freshman ........................................ March 1, 1993
Transfer ......................................... April 16, 1993
Postbacalaureate nongraduate .......... April 16, 1993
Reenrollment or reregistration .......... April 16, 1993
Graduate ........................................ April 16, 1993

for Fall 1993 Enrollment
Freshman ........................................ March 1, 1993
International undergraduate .......... April 16, 1993
Transfer ......................................... May 15, 1993
Postbacalaureate nongraduate .......... May 15, 1993
Graduate ........................................ July 16, 1993
Reenrollment or reregistration .......... July 16, 1993

Late applications are considered; qualified people who apply late are admitted if space is available.
Several professional schools, departments, and special programs have additional admission requirements. Students who plan to enter the university as majors in architecture, exercise and movement science, fine and applied arts, interior architecture, landscape architecture, or music, or who hope to enroll in the Clark Honors College, should be aware of the special admission requirements and application deadlines. Some deadlines are given below. Details are in the departmental sections of this bulletin.

Fall Term Application Deadline
Architecture ...................................... December 15, 1993
Fine and Applied Arts (transfer students) ......................... April 15, 1993
Interior Architecture ................................ December 15, 1993
Landscape Architecture .......................... February 1, 1993
Music majors audition for placement and take a musicianship examination scheduled on several dates throughout the spring.

The university is concerned with an applicant’s mental and emotional capacities to participate in the learning experiences of college life, and this is taken into consideration in reviewing applications for admission.

FRESHMAN ADMISSION

Freshman Application Procedures
Freshman applicants are required to submit the following to the Office of Admissions:
1. A completed application for admission and a nonrefundable $40 application fee
2. At the time of application, a transcript showing at least six semesters of the applicant’s high school record
3. The results of either the Scholastic Aptitude Test (SAT) or the American College Test (ACT)
4. A final transcript of the applicant’s high school record certifying graduation

Students may apply any time after October 15 of their senior year in high school. Resident students must complete the minimum number of years of study in certain disciplines and meet the grade point average or test score alternatives outlined below.

FRESHMAN ADMISSION PREREQUISITES

To be admitted to the University of Oregon, students must complete the minimum number of years of study in certain disciplines and meet the grade point average or test score requirements outlined below.

Fourteen total units (one unit equals one year) of college preparatory course work are required. Specific subject requirements include:

English—four years. All four years should be in preparatory composition and literature with an emphasis on, and frequent practice in, writing expository prose.

Mathematics—three years. Study must include first-year algebra and two additional years of college preparatory mathematics such as geometry, advanced algebra, trigonometry, analytical geometry, or calculus. It is recommended that an advanced mathematics course be taken in the senior year.

Science—two years. Study must include a year each in two fields of college preparatory science such as biology, chemistry, physics, or earth and physical science (one recommended as laboratory science).

Social studies—three years. Study must include one year of United States history, one year of global studies (for example, world history or geography), and one year of a social studies elective (American government strongly recommended).

Other college preparatory course work—two years. It is highly recommended that these years be in foreign language study. Computer science, fine and performing arts, or other college preparatory electives may satisfy this requirement.

Freshman Admission Requirements

1. To be admitted to the University of Oregon, students must have
   a. Graduated from a standard or accredited high school and
   b. Completed the subject requirements outlined above and
   c. Obtained a score of 30 on the Test of Standard Written English (TSWE) or a score of 15 on the English portion of the American College Test (ACT)

2. Students must also meet one of the following requirements:
   a. A 3.00 high school grade point average (GPA) or better in all high school subjects taken toward graduation and
   b. A predicted first-term GPA of 2.00 or better, based on a combination of high school GPA and SAT or ACT scores

Students who have not graduated from high school may be considered for admission on the basis of the Test of General Educational Development (GED). Inquire at the Office of Admissions for more details.

Computing Admission

Grade Point Averages

A numerical point value is assigned to all graded work as follows: A=4 points per credit, B=3 points per credit, C=2 points per credit, D=1 point per credit, F or N=0 points.

The grade point average (GPA) equals the total points divided by total credits for which grades are received.

Admission Exceptions

Oregon State System of Higher Education policy permits the university to admit a limited number of freshmen who do not meet the minimum requirements. A request for admission as an exception is reviewed by the Admissions Committee. For information about this option, write or visit the Office of Admissions.
Placement Examinations
New freshmen and transfer students who have earned fewer than 36 quarter (term) credits are required to submit the results of the SAT or the ACT. The Test of Standard Written English (TSWE), a part of the SAT, is used for placement in the university's required writing courses. Therefore, students who have only taken the ACT or CED and transfers who have not completed an English composition course are required to take the TSWE on the OU campus. The TSWE is given each term during registration.

Special testing arrangements can be made for physically limited applicants. For physically limited applicants who are unable to take the test, the university applies alternate admission criteria. The applicant's guidance counselor or the OU Office of Admissions can supply information on SAT and ACT test dates.

Students who have taken two or more years of a foreign language should take the College Board achievement test in that language. The score is used to help students determine their college entry level in the language. Students with a high foreign language achievement test score can sometimes waive the language requirement for the bachelor of arts degree (see Bachelor's Degree Requirements in the Registration and Academic Policies section of this bulletin).

Advanced Placement Program
Students receiving satisfactory grades in advanced placement examinations administered by the College Board may, on admission to the university, be granted credit toward a bachelor's degree in comparable university courses. The fields included in the Advanced Placement Program are English composition and literature, art history, American history, European history, government and politics, economics, biology, chemistry, physics, mathematics, computer and information science, music, French, German, Spanish, and Latin. For information about advanced placement, inquire at the Office of Admissions.

TRANSFER ADMISSION
Students who have attempted between 12 and 35 term credits of college work must meet both the freshman requirements outlined above and the transfer requirements described here. Students who have attempted 36 or more credits of college work, 24 of which must be graded, are considered for admission based on a review of only the college-level study. A minimum grade point average of 2.25 (2.50 for nonresidents) is required. In addition, students must have successfully completed one course each in college-level writing and mathematics with grades of C- or better. Meeting these minimum standards does not guarantee admission. Priority consideration is given to students who have earned an associate of arts degree from an Oregon community college.

Transfer students who apply to one of the professional schools may be expected to show proficiency beyond the minimum requirement for transfer admission. See departmental sections of this bulletin for details.

A student may be placed on probation if his or her prior college record includes a significant number of no-pass marks. The student's academic record is automatically reviewed by the Scholastic Review Committee at the end of the first term's enrollment. The university academic standing regulations are explained in the Registration and Academic Policies section of this bulletin.

Transfer of Credit
The amount of credit transferred depends upon the nature of the applicant's previous work, which is evaluated according to the academic requirements of the university. Records from institutions fully accredited by appropriate accrediting associations are evaluated before admission is granted. Up to 108 credits from accredited community or junior colleges may be applied to the bachelor's degree.

Usually, no advanced standing is granted at entrance for work done in nonaccredited schools. However, such credit may be transferred or validated for transfer by examination or by petition. Credit is allowed only for courses substantially equivalent to University of Oregon courses.

See Group Requirements under Registration and Academic Policies for requirements applying to all new undergraduates.

Transfer Application Procedures
Transfer applicants are required to submit the following to the Office of Admissions:
1. A completed application for admission and a nonrefundable $40 application fee
2. An official transcript from each college and university attended (an official transcript is one sent directly to the Office of Admissions by the college or university attended)

Transfer students may submit their applications up to one year before they plan to enroll at the university. Applications and official transcripts should be received by the university by the deadlines listed above to allow time for a complete evaluation of the transferred credits.

Premajor Status
The departments listed below admit new students only as premajors. The premajor student is eligible to take advantage of the department's advising services and, in most cases, complete lower-division course work required for the major. Each of these departments then screens enrolled premajor students who have completed some university study and decides if they will be advanced to major status. Professional schools and departments with premajor admission requirements are the College of Business Administration; School of Journalism; exercise and movement science; international studies; leisure studies and services; and planning, public policy and management departments.

In the College of Arts and Sciences, the Department of Computer and Information Science has stringent criteria for accepting upper-division students as majors. Transfer students, particularly juniors and seniors, may need to take this into account. See departmental sections of this bulletin for details.

INTERNATIONAL ADMISSION
Applicants who are not United States citizens or immigrants are considered for admission to the university as international students.

Transfer students from foreign countries are admitted fall term only. The admission deadline is April 15. Late applications may not be processed in time for the term of first preference. Proficiency in the English language is vital to the academic success of international students. All students whose native language is not English are required to supply results of the Test of English as a Foreign Language (TOEFL) as part of the application process. A TOEFL score of at least 500 is required to be considered for undergraduate or graduate admission. The TOEFL is given worldwide. For more information write to TOEFL, PO Box 899, Princeton, NJ 08540, USA.

For undergraduates, a GPA of 2.50 is required to transfer from an American university or college. To obtain application forms, graduate applicants should write directly to the departments or schools in which they plan to study. Each school or department determines its specific requirements and application deadlines for graduate admission.

International Application Procedure
International applicants are required to submit the following to the Office of Admissions:
1. A completed application for admission and a nonrefundable $40 application fee
2. Official transcripts of all school work taken beyond the eighth year of school (e.g., the equivalent of the American secondary school grades nine, ten, eleven, and twelve, and for any college or university work). An official transcript is an original or a certified copy.
3. The results of the Test of English as a Foreign Language (TOEFL)
4. A completed Supplementary Application and Financial Statement for Foreign Students (provided by the Office of Admissions)
5. A statement issued by a bank that indicates an amount covering one year's expenses

SPECIALIZED ADMISSION ASSISTANCE
Specialized admission assistance is available to adult learners, ethnic minority students, and students with disabilities.

Adult Learners. Inquire at the Office of Academic Advising and Student Services, 164 Oregon Hall; telephone (503) 346-3211, or the Office of Admissions, 240 Oregon Hall; telephone (503) 346-3201. See also the Academic Advising and Student Services section of this bulletin.

Ethnic Minority Students. Inquire at the Office of Multicultural Affairs, 314 Oregon Hall, telephone (503) 346-3479, or the Office of Admissions, 240 Oregon Hall, telephone (503) 346-3201. See also the Special Services section of this bulletin.

Students with Disabilities. Inquire at the Office of Academic Advising and Student Services, 164 Oregon Hall, telephone (503) 346-3211, or the Office of Admissions, 240 Oregon Hall; telephone (503) 346-3201.
GRADUATE ADMISSION

Students planning to earn graduate degrees at the university must be admitted to the Graduate School and the departments in which they plan to study. The general admission requirements for the Graduate School are described in that section of this bulletin. Each school and department in the university determines its own specific requirements and application deadlines for graduate admission. For this reason, inquiries concerning graduate admission should be sent directly to the department or school of interest.

POSTBACCALAUREATE ADMISSION

Students who have earned a bachelor's degree and want to earn a second undergraduate degree, or take additional work without entering a formal degree or certification program, may be admitted with postbaccalaureate nongraduate status. These students pay appropriate undergraduate fees. Applications and information are available from the Office of Admissions.

RESIDENCE CLASSIFICATION

Students enrolled at the university are classified for admission and fee purposes as either Oregon residents or nonresidents. The residence classification regulations appear in Chapter 580, Division 10, of Oregon Administrative Rules (OAR).

Determination of Residence

OAR 850-10-030 (1) For purposes of admission and instruction fee assessment Department institutions shall classify all students (except students attending a summer session) as Oregon resident or nonresident.

(2) For this purpose an Oregon resident is a person with a bona fide fixed and permanent physical presence established and maintained in Oregon of not less than twelve consecutive months immediately prior to the time for which residence status is requested. Determination of residence includes finding it to be the place where the person intends to remain and to which the person expects to return when leaving Oregon without intending to establish a new domicile elsewhere and shall be based on consideration of all relevant objective factors including but not limited to:

(a) Abandonment of prior out-of-state residence;
(b) History, duration, and nature of noneducational activities in Oregon;
(c) Sources of financial support including location of source of support and amount of support; (Receipt, from a non-Oregon resident of support greater than the difference between resident and nonresident tuition at the institution where residence is sought, whether or not the student is actually claimed as a dependent for tax purposes, is a strong inference of nonresidency.)
(d) Location of family;
(e) Ownership of real property in Oregon;
(f) Location of household goods in Oregon;
(g) Filing of Oregon income tax return as an Oregon resident; and
(h) State of vehicle and voter registration. Residence is not established by mere attendance at an institution of higher education and physical presence in the state while attending such an institution.

(3) The criteria established in section (2) of this rule shall also be used to determine whether a person who has moved from the state has established a non-Oregon residence.

(4) If institution records show that the residence of a person upon whom the student is dependent is outside of Oregon, the person shall continue to be classified as a nonresident until entitlement to resident classification is shown. The burden of showing that the residence classification should be changed is on the person requesting the change.

Residence Classification of Armed Forces Personnel

OAR 580-10-035 (1) For purposes of this rule, armed services means officers and enlisted personnel of the United States Army, Navy, Air Force, Marine Corps, and Coast Guard.

(2) Notwithstanding OAR 580-10-030, members of the armed services and their spouses and dependent children who reside in this state while assigned to duty at any base, station, shore establishment or other facility in this state or while serving as members of the crew of a ship which has an Oregon port of shore establishment as its home port or permanent station, shall be considered residents for purposes of the instruction fee.

(3) An Oregon resident entering the armed services retains Oregon residence classification until it is voluntarily relinquished.

(4) An Oregon resident who has been in the armed services and assigned on duty outside of Oregon must return to Oregon within sixty days after completing service to retain classification as an Oregon resident.

(5) A person who continues to reside in Oregon after separation from the armed services may count the time spent in the state while in the armed services to support a claim for classification as an Oregon resident.

(6) The dependent child and spouse of a person who is a resident under section (2) of this rule shall be considered an Oregon resident. "Dependent child" includes any child of a member of the armed forces who:

(a) Is under 18 years of age and not married, otherwise emancipated, or self-supporting; or
(b) Is under 23 years of age, unmarried, enrolled in a full-time course of study in an institution of higher learning, and dependent on the member for over one-half of their support.

Residence Classification of Aliens

OAR 580-10-040 (1) An alien holding an immigrant visa or an A, E, G, J, or K visa, or otherwise admitted for permanent residence in the United States, is eligible to be considered an Oregon resident if OAR 530-10-030 (2) is otherwise satisfied. The date of receipt of the immigrant visa or the date of approval of an alien's application for lawful permanent residence, whichever is earlier, shall be used for determining residence under rule(s) OAR 550-10-030.

(2) Notwithstanding any other rule, an alien possessing a nonimmigrant or temporary, i.e., B, C,
REGISTRATION AND ACADEMIC POLICIES
220 Oregon Hall
Telephone (503) 346-3243
Herbert R. Chereck, Registrar

ACADEMIC YEAR
The university divides the academic year into three terms of approximately twelve weeks each (except for the School of Law, which uses a semester calendar).

The summer session supplements the work of the fall, winter, and spring terms; a special bulletin and announcements are issued for that session.

Students may enter the university at the beginning of any term, with the exception of architecture students, who should see Application Deadlines under Admissions and Records. For freshmen and transfer students who enter fall term, the university has an annual New Student Orientation and recommends that all new students attend. See the Academic Calendar detailed list of this and other important dates during the current academic year.

Students are held responsible for familiarity with university requirements governing such matters as registration, academic standards, student activities, student conduct, and organizations. Complete academic regulations are included each term in the separately published UO Schedule of Classes and Student Handbook, which is furnished to each student at registration. This publication, the 1992–93 University of Oregon General Bulletin, is a statement of university rules, regulations, and calendar that go into effect at the opening of fall term 1992. A student who is admitted and enrolls at the university during any academic year may graduate under the general requirement provisions of the bulletin in effect that year, provided the bulletin has not expired. A student may choose to graduate under the general requirements of a subsequent bulletin, provided he or she completes all of those requirements. See Bulletin Expiration and Requirements Policies for more information. Major requirements are determined by the academic departments and programs and are subject to change for students who are not continuously enrolled.

Undergraduate and graduate degrees and certificates are listed in the Academic Majors and Minors section of this bulletin. For details on graduate degrees offered, see the Graduate School section.

Details on major classification and procedures for change appear in the current schedule of classes.

GRADING SYSTEMS
The university has two grading systems. When regulations permit, a student may elect to be evaluated for an individual class either for a letter grade or pass/no pass (P/N). Graded work is designated A, B, C, D, or F. Pass/no pass work is designated P or N. See Bachelor’s Degree Requirements for regulations on graded credits.

Each department, school, or special program establishes regulations on pass/no pass courses for its majors. Before exercising the P/N option, students should confer with advisers. Students must choose their grading option at the time of registration and are permitted to change it only within the period allowed. See the Academic Calendar in the schedule of classes.

Graded
Student work is graded as follows: A, excellent; B, good; C, satisfactory; D, inferior; F, unsatisfactory (no credit awarded). Instructors may add + or – to the grades A, B, C, and D.

Pass/No Pass
Student work may be graded as follows: P (pass), satisfactory performance (C– or better for undergraduate course work, B– or better for graduate course work), or N (no pass), unsatisfactory performance, no credit awarded (D+ or worse for undergraduate course work, C+ or worse for graduate course work). This bulletin and the schedule of classes designate courses that are available only pass/no pass. Passing credits are also awarded for advanced placement and CLEP work and for work taken at another collegiate institution if the director of admissions cannot equate the quality of the work to the university grading system.

Courses that are offered only pass/no pass (P/N) are assigned P* or N* grades. Courses offered for letter grades or pass/no pass use P or N grades.

Marks
1 (incomplete). An instructor-initiated mark. A mark of 1 may be reported only when the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor. To remove an incomplete, an undergraduate student must complete the required work within the next four terms of residence at the university or, if absent from campus, no later than three calendar years after the incomplete was awarded, or at such earlier date as the instructor, dean, or department head specifies. Graduate students should refer to the Graduate School section of this bulletin for time limits on the removal of incompletes. Applicants for graduation should see special limitations under Application for a Degree.

W (withdrawal). A student-initiated mark. Students may withdraw from a course by filing the proper forms in the Office of the Registrar in accordance with university regulations. See the schedule of classes for deadlines.

X (no grade or incorrect grading option reported). A registrar-initiated mark. The instructor either did not report a grade or reported a grade that was inconsistent with the student’s grading option.

Y (no basis for grade). An instructor-initiated mark. There is no basis for evaluating the student’s performance.

Grade Point Average
The grade point average (GPA) is computed by assigning four points for each credit of A, three points for each credit of B, two points for each credit of C, one point for each credit of D, and zero points for each credit of F.

The plus sign increases the points assigned the letter grade by 0.30 per credit, and the minus sign decreases the points assigned the letter grade by 0.30 per credit. Marks of I, W, X, Y, and the grades of P and N are disregarded in the computation of the grade point average. The grade point average is calculated by dividing total points by total credits of A, B, C, D, and F.

APPLICATION FOR A DEGREE
Students who plan to receive a degree from the University of Oregon must file an application in the Office of the Registrar by the second week of classes in the term preceding the term of anticipated graduation.

Advance notice to the Office of the Registrar of the intent to graduate permits timely review of degree requirements and notification of deficiencies in general education requirements, allowing students to plan or change their final term’s course schedules to ensure completion of all requirements.

All grade changes, removals of incompletes, and transfer work necessary for completion of degree requirements must be on file in the Office of the Registrar by the Friday following the end of the term of graduation. Corrections to the academic record will be made only during the thirty days following the granting of the degree.

BACHELOR’S DEGREE REQUIREMENTS
Candidates for all bachelor of arts and bachelor of science degrees conferred fall 1995 and thereafter must satisfy the general university requirements that went into effect fall 1990.

To earn a University of Oregon bachelor’s degree, students must satisfy the following requirements.

University Requirements
Credites
A total of 186 credits with passing grades are required for the bachelor of arts, bachelor of science, bachelor of education, bachelor of music, and bachelor of physical education. A total of 220 credits are required for the bachelor of fine arts and the bachelor of landscape architecture. A total of 225 credits are required for the bachelor of interior architecture, and a total of 231 credits are required for the bachelor of architecture.

Academic Major
All bachelor’s degrees must be awarded with a major. Minimum requirements are 36 credits in the major, including 24 in upper-division work. Specific requirements are listed under individual departments. Although the University of Oregon does not award concurrent degrees (e.g., B.A. and B.S.), a student may be awarded a bachelor’s degree with more than one major by completing all general university degree requirements for the designated majors and degree and all requirements in each major as specified by the major departments, schools, or colleges.

Academic Minor
Unless specified by a particular department, a minor is not required for a bachelor’s degree. Students choosing to complete a minor must earn a minimum of 24 credits, including 15 in upper-division work. Minor requirements, in-
including residency, are listed under department headings. A minor may be awarded only at the time a bachelor's degree is conferred.

**Upper-Division Work**
A minimum of 62 credits in upper-division courses (300 level or higher) are required.

**Residency**
After completing 126 of the 186 required credits, 160 of the 220 required credits, 171 of the 231 required credits, each student must complete 45 credits at the university as a formally admitted student.

**Graded Credits**
Students must earn 168 transfer or University of Oregon credits with grades of A, B, C, D, or P*. Credits earned in courses offered only pass/no pass use the P* designation.

A minimum of 45 graded (A, B, C, D) credits must be earned at the University of Oregon as a formally admitted student. Courses required in the major and designated P/N only in the schedule of classes may be counted toward the 45-credit requirement only if the 168-credit requirement has been satisfied.

**Satisfactory Work**
Graduation from the university requires a minimum UO cumulative grade point average of 2.00.

**Basic Courses**
The following basic courses are required for all undergraduate degrees:

**Written English.** Two courses (WR 121 and either WR 122 or 123 or equivalents) with grades of C- or better. For placement, prerequisites, or exemption, see policies in the English section of this bulletin.

**Requirements for Bachelor of Arts and Bachelor of Science**
Students must choose to graduate with a specific degree (for example, bachelor of arts in chemistry or bachelor of science in chemistry). See degrees listed in the Academic Majors and Minors section of this bulletin.

**Bachelor of Arts (B.A.) Requirements**
The B.A. degree requires proficiency in a foreign language. The foreign language requirement may be met in one of the following ways:

1. Completion of at least the third term, second year of a foreign language course taught in the language, with a grade of C- or P or better

2. Satisfactory completion of an examination administered by the appropriate language department, showing language proficiency equivalent to that attained at the end of two years of college study. Scores on the foreign language examination taken by incoming freshmen indicate the level at which students might begin, not where they must begin

3. For students whose native language is not English: providing high school or college transcripts as evidence of formal training in the native language and satisfactory completion of WR 121 and either WR 122 or 123

**Bachelor of Science (B.S.) Requirements**
The B.S. degree requires proof of mathematics proficiency in one of the following ways:

1. Satisfactory completion (C- or P or better) of one of the following sequences: MATH 105, 106, 107; or MATH 171, 172, 173; or MATH 111, 425, 426. (MATH 111 can be substituted for either MATH 107 or 173.)

2. Satisfactory completion (C- or P or better) of one of the following courses or its transfer equivalent: MATH 232 or 242 or 251 or CIS 211 or 234

3. Satisfactory completion (C- or P or better) of two of the following courses or their transfer equivalents: MATH 112, 231, 241, either 243 or 425; CIS 121, 122, 133, 134, 210

4. Satisfactory completion (C- or P or better) of MATH 111, 211, 212, and 213 or their transfer equivalents

**Group Requirements**
To promote educational breadth all bachelor's degree candidates are required to complete work in each of three groups representing comprehensive fields of knowledge: arts and letters, social science, and science.

Group-satisfying requirements are determined according to the degree to be earned. Only the departments and courses listed below may be used to satisfy group requirements. Courses refer to the current year only. For prior years, consult earlier general bulletins.

**Group Requirements: Fall 1990**
Fall 1990 requirements apply to all new students who have been formally admitted and enrolled at the university.

BACHELOR OF ARTS, FINE ARTS, OR SCIENCE

Students must complete one cluster and three additional approved stand-alone courses in each of three groups: arts and letters, social science, and science—eighteen total courses.

BACHELOR OF ARCHITECTURE, EDUCATION, INTERIOR ARCHITECTURE, LANDSCAPE ARCHITECTURE, MUSIC, OR PHYSICAL EDUCATION

Students must complete four approved courses in each of three groups—arts and letters, science, and science. The twelve total courses must include two clusters in different groups.

**Clusters**

1. A cluster is an approved set of three interrelated courses; most clusters are within a single department, but a few are interdisciplinary

2. Clusters must be completed in courses outside the major department awarding the degree

3. No more than three group-satisfying courses may be taken from any one department to satisfy the group requirements

4. All courses must be 3 or more credits

5. Beyond the original major, each additional major or minor in a general-education area (arts and letters, social science, and science) may be substituted for one cluster. Any such substitution, however, must be consistent with the policies on cluster distribution

**Group I: Arts and Letters**
Architecture and Allied Arts
See AAA 180, 181 under Fine and Applied Arts

Art Education (ARE)

**Stand-Alones**
250 Art and Human Values
251 The Arts and Visual Literacy
252 Art and Gender

**ARE Cluster**
250, 251, 252

Art History (ARH)

**Stand-Alones**
101 Introduction to Visual Arts
204, 205, 206 History of Western Art I, II, III
207 History of Indian Art
208 History of Chinese Art
209 History of Japanese Art
314, 315 History of Western Architecture I, II
351 19th-Century Art
352 20th-Century Art
359 History of Photography

**ARH Clusters**
204, 205, 206
207, 208, 209

See also Interdisciplinary Arts and Letters Cluster

**Classics in English Translation (CLAS)**

**Stand-Alones**
201 Greek Life and Culture
202 Roman Life and Culture
312 Ancient Texts and Traditions
313 Ancient Society and Culture
314 Gender and Sexuality in Antiquity
331 Ancient Greek Literature
332 Ancient Roman Literature

**CLAS Clusters**
201, 311, and one from 312, 313, 314
202, 312, and one from 312, 313, 314

**Classics: Greek (GRK)**

**Stand-Alones**
301, 302, 303 Authors: [Term Subject]

**No GRK Clusters**

**Classics: Latin (LAT)**

**Stand-Alones**
301, 302, 303 Authors: [Term Subject]

**No LAT Clusters**

**Comparative Literature (COLT)**

**Stand-Alones**
201, 202, 203 Comparative Literature: Epic, Drama, Fiction

**COLT Cluster**
201, 202, 203

**Dance (DAN)**

**Stand-Alones**
251 Looking at Dance
301 Dance and Folk Culture
302 Dance in Asia

**DAN Cluster**
251, 301, 302

**East Asian Languages and Literatures (EALL)**

**Stand-Alones**
210 China: A Cultural Odyssey
211 Japan: A Cultural Odyssey
212 Modern East Asia: A Cultural Odyssey

EALL CLUSTER
210, 211, 212

East Asian Languages and Literatures:
Chinese (CHN)
STAND-ALONES
201, 202, 203 Second-Year Chinese
301, 302, 303 Third-Year Chinese
305, 306, 307 Introduction to Chinese Literature
350 Women and Chinese Literature

CHN CLUSTER
305, 306, 307

East Asian Languages and Literatures:
Japanese (JPN)
STAND-ALONES
106 Accelerated Japanese
201, 202, 203 Second-Year Japanese
301, 302, 303 Third-Year Japanese
305, 306, 307 Introduction to Japanese Literature

JPN CLUSTER
305, 306, 307

English (ENG)
STAND-ALONES
104, 105, 106 Introduction to Literature
107, 108, 109 World Literature
151 Introduction to Afro-American Literature
201, 202, 203 Shakespeare
204, 205, 206 Survey of English Literature
240 Introduction to Native American Literature
250 Introduction to Folklore
253, 254, 255 Survey of American Literature
265, 266, 267 History of the Motion Picture
301 Studies in Genre: Tragedy
302 Studies in Genre: Romance
303 Studies in Genre: Epic
306 Studies in Genre: Comedy and Satire
307 Studies in Genre: Lyric
310 Afro-American Prose
311 Afro-American Poetry
312 Afro-American Drama
317 Women Writers: Prose
318 Women Writers: Poetry and Drama
321, 322, 323 English Novel
391, 392, 393 American Novel
394, 395, 396 20th-Century Literature

ENG CLUSTERS
104, 105, 106
107, 108, 109
151, 240, 250
201, 202, 203
204, 205, 206
253, 254, 255
265, 266, 267

Choose three from 301, 302, 303, 306, 307
310, 311, 312
394, 395, 396

Fine and Applied Arts (AAA)
STAND-ALONES
180, 181 Introduction to Visual Inquiry I, II

NO AAA CLUSTERS

Germanic Languages and Literatures: German (GER)
STAND-ALONES
201, 202, 203 Second-Year German
204, 205 Intensive Second-Year German
311, 312, 313 Intermediate Language Training
340, 341 Introduction to German Culture and Society
350 Genres in German Literature
351 Periods in German Literature
352 Authors in German Literature
354 German Gender Studies
360, 361, 362 Introduction to German Literature
366, 367, 368 Representative German Texts

GER CLUSTERS
Choose three from 350, 351, 352, 354
366, 367, 368

Germanic Languages and Literatures: Scandinavian (SCAN)
STAND-ALONES
350 Introduction to Scandinavian Culture and Society
351 Periods in Scandinavian Literature
352 Topics in Scandinavian Literature
353 Scandinavian Women Writers
354 Genres in Scandinavian Literature

SCAN CLUSTERS
Choose three from 350, 351, 352, 353, 354

Germanic Languages and Literatures: Danish (DANE)
STAND-ALONES
201, 202, 203 Second-Year Danish

NO DANE CLUSTERS

GERmanic Languages and Literatures: Norwegian (NORW)
STAND-ALONES
201, 202, 203 Second-Year Norwegian
301, 302, 303 Third-Year Norwegian

NO NORW CLUSTERS

Germanic Languages and Literatures: Swedish (SWED)
STAND-ALONES
201, 202, 203 Second-Year Swedish
301, 302, 303 Third-Year Swedish

NO SWED CLUSTERS

Humanities (HUM)
STAND-ALONES
101, 102, 103 Introduction to the Humanities I, II, III
HUM CLUSTER
101, 102, 103

Interdisciplinary Arts and Letters Cluster
“Italian Art and Literature”

ARH 205 History of Western Art II
ITAL 321, 322 Survey of Italian Literature

LINGUISTICS (LING)
STAND-ALONE
150 Structure of English Words

NO LING CLUSTERS

Linguistics: Indonesian (INDO)
STAND-ALONES
201, 202, 203 Second-Year Indonesian

NO INDO CLUSTERS

Linguistics: Thai (THAI)
STAND-ALONES
201, 202, 203 Second-Year Thai

NO THAI CLUSTERS

Music (MUS)
STAND-ALONES
125 Basic Music
161, 162, 163 History of Music I
201, 202, 203 Introduction to Music and Its Literature
258 Music in World Cultures

MUS CLUSTER
MUS 201, 202, 203

Music: Jazz Studies (MUJ)
STAND-ALONE
350 History of Jazz

PHIL CLUSTERS
101, 102, 103
301, 302, 303
304, 305, 306

Religious Studies (REL)
STAND-ALONE
111 Introduction to the Study of the Bible

NO REL CLUSTERS

Romance Languages: French (FR)
STAND-ALONES
201, 202, 203 Second-Year French
204, 205 Intensive Second-Year French
311, 312, 313 French Composition and Conversation
321, 322, 323 Introduction to French Literature
330 French Poetry
331 Contemporary French Theater
332 Short Fiction
335, 336, 337 The French Novel

FR CLUSTERS
321, 322, 323
330, 331, 332

Romance Languages: Italian (ITAL)
STAND-ALONES
201, 202, 203 Second-Year Italian
204, 205 Intensive Second-Year Italian
311, 312, 313 Italian Composition and Conversation
321, 322, 323 Survey of Italian Literature
337, 338, 339 Introduction to Italian Literature

ITAL CLUSTER
ITAL 321, 322, 323

See also Interdisciplinary Arts and Letters Cluster
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>320</td>
<td>Native North Americans</td>
</tr>
<tr>
<td>323</td>
<td>Pacific Basin: Polynesia and Micronesia</td>
</tr>
<tr>
<td>324</td>
<td>Pacific Basin: Melanesia and Australia</td>
</tr>
<tr>
<td>341</td>
<td>Asian Archaeology</td>
</tr>
<tr>
<td>342</td>
<td>Northwest Asia Prehistory</td>
</tr>
<tr>
<td>343</td>
<td>Pacific Islands Archaeology</td>
</tr>
<tr>
<td>ANTH Clusters</td>
<td>110, 150, 180</td>
</tr>
<tr>
<td>Economics (EC)</td>
<td>101 Economics of Current Social Issues</td>
</tr>
<tr>
<td>STAND-ALONES</td>
<td>201 Introduction to Economic Analysis: Microeconomics</td>
</tr>
<tr>
<td>STAND-ALONES</td>
<td>202 Introduction to Economic Analysis: Macroeconomics</td>
</tr>
<tr>
<td>STAND-ALONES</td>
<td>203 Introductory Economic Analysis: Applications to Current Issues</td>
</tr>
<tr>
<td>STAND-ALONES</td>
<td>330 Urban and Regional Economic Problems</td>
</tr>
<tr>
<td>STAND-ALONES</td>
<td>340 Issues in Public Economics</td>
</tr>
<tr>
<td>STAND-ALONES</td>
<td>350 Labor Market Issues</td>
</tr>
<tr>
<td>STAND-ALONES</td>
<td>360 Issues in Industrial Organization</td>
</tr>
<tr>
<td>STAND-ALONES</td>
<td>370 Money and Banking</td>
</tr>
<tr>
<td>STAND-ALONES</td>
<td>380 International Economic Issues</td>
</tr>
<tr>
<td>STAND-ALONES</td>
<td>390 Issues in the Developing Economies</td>
</tr>
<tr>
<td>EC Clusters</td>
<td>201, 202 and one from 203, 330, 340, 350, 360, 370, 380, 390</td>
</tr>
<tr>
<td>Educational Psychology (EPSY)</td>
<td>212, 213 Fundamentals of Educational Psychology I, II</td>
</tr>
<tr>
<td>No EPSY Clusters</td>
<td>353, 354 American Foreign Relations since 1933</td>
</tr>
<tr>
<td>Folklore and Ethnic Studies (ES)</td>
<td>101, 102, 103</td>
</tr>
<tr>
<td>ES Cluster</td>
<td>101, 102, 103</td>
</tr>
<tr>
<td>Geography (GEOG)</td>
<td>103 Cultural Geography</td>
</tr>
<tr>
<td>GEOG Clusters</td>
<td>103, 104, 105</td>
</tr>
<tr>
<td>History (HIST)</td>
<td>101, 102, 103 Western Civilization</td>
</tr>
<tr>
<td>History (HIST)</td>
<td>104, 105, 106 World History</td>
</tr>
<tr>
<td>History (HIST)</td>
<td>201, 202, 203 United States</td>
</tr>
<tr>
<td>History (HIST)</td>
<td>211 War and the Modern World</td>
</tr>
<tr>
<td>History (HIST)</td>
<td>245 U.S.-USSR Shared History</td>
</tr>
<tr>
<td>History (HIST)</td>
<td>250, 251 Afro-American History</td>
</tr>
</tbody>
</table>

**Group II: Social Science**

**Anthropology (ANTH)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>Introduction to Cultural Anthropology</td>
</tr>
<tr>
<td>150</td>
<td>Introduction to Archaeology</td>
</tr>
<tr>
<td>180</td>
<td>Introduction to Language and Culture</td>
</tr>
<tr>
<td>220</td>
<td>Introduction to Japanese Society and Culture</td>
</tr>
<tr>
<td>251</td>
<td>Archaeological Analysis and Interpretation</td>
</tr>
<tr>
<td>301</td>
<td>Ethnology of Hunters and Gatherers</td>
</tr>
<tr>
<td>302</td>
<td>Ethnology of Tribal Societies</td>
</tr>
<tr>
<td>303</td>
<td>Ethnology of Peasant Societies</td>
</tr>
<tr>
<td>314</td>
<td>Women and Culture I: Politics, Production, and Power</td>
</tr>
<tr>
<td>315</td>
<td>Women and Culture II: Creativity and Symbols</td>
</tr>
</tbody>
</table>

**Political Science (PS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Modern World Governments</td>
</tr>
<tr>
<td>104</td>
<td>Problems in United States Politics</td>
</tr>
<tr>
<td>201</td>
<td>United States Politics</td>
</tr>
<tr>
<td>203</td>
<td>State and Local Government</td>
</tr>
<tr>
<td>204</td>
<td>Introduction to Comparative Politics</td>
</tr>
<tr>
<td>205</td>
<td>International Relations</td>
</tr>
<tr>
<td>207</td>
<td>Introduction to Contemporary Political Theory</td>
</tr>
</tbody>
</table>
208 Introduction to the Tradition of Political Theory
225 Political Ideologies
230 Introduction to Urban Politics
235 Crisis in Central America
240 Introduction to Public Policy and Administration
280 Introduction to Political Psychology
301 Art and the State
321 Introduction to Political Economy
326 United States Foreign Policy I
335 Communist Political Systems
344 Public Policy and Citizen Action
347 Political Power, Influence, and Control
349 Mass Media and American Politics

PS CLUSTERS
Any three from 201, 203, 230, 240, 301, 344, 349 including at least one from 201, 203
Any three from 204, 205, 235, 326
Any three from 207, 208, 225, 321, 347 including at least one from 207, 208
See also Interdisciplinary Social Science Cluster

Psychology (PSY)

STAND-ALONES
202 Mind and Society
330 Thinking
375 Development

PSY CLUSTERS
201, 202 and either 330 or 375

Religious Studies (REL)

STAND-ALONES
201, 202, 203 Great Religions of the World
301 Religions of India
302 Chinese Religions
303 Japanese Religions
314, 315, 316 Background and Beginnings of Christianity
321, 322, 323 History of Christianity
324, 325 History of Eastern Christianity

REL CLUSTERS
201, 202, 203
301, 302, 303
314, 315, 316

Sociology (SOC)

STAND-ALONES
204 Introduction to Sociology
211 Social Deviance and Social Control
213 Organizations and Occupations
214 Education and Society
215 Social Issues and Social Movements
216 Introduction to the Sociology of Women
220 Communities, Population, and Resources
222 Race, Class, and Ethnic Groups in America
227 Introduction to Social Psychology
301 American Society
303 World Population and Social Structure
304 The Community
305 America's Peoples
314 Socialization and Society

SOC CLUSTERS
204, 211, 227
204 and two from 213, 215, 220, 222

Speech: Rhetoric and Communication (RHCM)

STAND-ALONES
321 The Logic of Argument
322 Persuasion
323 Group Communication

No RHCM CLUSTERS

Women's Studies (WST)

STAND-ALONES
101 Introduction to Women's Studies
333, 334 History of Women in the United States I, II

WST CLUSTER
101, 333, 334

A minor or second major in the following may be substituted for a social science cluster: economics, ethnic studies, history, peace studies, political science, religious studies, sociology, women's studies. Students should inquire at the anthropology, geography, linguistics, philosophy, psychology, and speech (rhetoric and communication) departments about possible substitution of a minor or second major in these disciplines for a social science cluster. A minor or second major containing courses from two groups may be substituted for a cluster in only one of the groups.

Group III: Science

Anthropology (ANTH)

STAND-ALONES
170 Introduction to Human Evolution
171 Evolution of Monkeys and Apes
172 Evolution of Human Adaptation
173 Evolution of Human Sexuality
361 Human Evolution
362 Human Biological Variation
367 Human Adaptation

ANTH CLUSTERS
Choose three from 170, 171, 172, 173
See also Interdisciplinary Science Cluster

Biology (BI)

STAND-ALONES
101 General Biology I: Cells
102 General Biology II: Organisms
103 General Biology III: Populations
120 Reproduction and Development
121 Introduction to Human Physiology
122 Human Genetics
123 Biology of Cancer
124 Global Ecology
130 Introduction to Ecology
131 Introduction to Evolution
132 Animal Behavior
156 Natural History of Birds
220 Genetics and Evolution
307 Forest Biology
308 Freshwater Biology
309 Marine Biology

BI CLUSTERS
101, 102, 103
Three from 120, 121, 122, 123, 124
130, 131, 132
130 and two from 307, 308, 309

See also Interdisciplinary Science Cluster

Chemistry (CH)

STAND-ALONES
101, 102, 103 Science and Society
211, 212, 213 Introductory General Chemistry
221, 222, 223 General Chemistry
224, 225, 226 (H) Honors General Chemistry

CH CLUSTERS
101, 102, 103
211, 212, 213
221, 222, 223
224, 225, 226

Computer and Information Science (CIS)

STAND-ALONES
120 Concepts of Computing: Information Processing
121 Concepts of Computing: Computers and Computation
122 Concepts of Computing: Algorithms and Programming
133 Introduction to Numerical Computation with FORTRAN
134 Problem Solving in Pascal
210, 211, 212 Computer Science I, II, III
234 Advanced Numerical Computation

CIS CLUSTERS
120, 121, 122
210, 211, 212

Geography (GEOG)

STAND-ALONES
101 The Natural Environment
321 Climatology
322 Geomorphology
323 Biogeography

GEOG CLUSTERS
101 and two from 321, 322, 323

Geological Sciences (GEOL)

STAND-ALONES
101 Introduction to Geology: The Dynamic Earth
102 Introduction to Geology: The Face of the Earth
103 Introduction to Geology: The Evolving Earth
201 General Geology: Earth's Interior Heat and Dynamics
202 General Geology: Earth's Surface Processes and Morphology
203 General Geology: Evolution of the Earth
211 Rocks and Minerals
304 The Fossil Record
305 Mountains and Glaciers
306 Volcanoes and Earthquakes
307 Oceanography
308 Geology of Oregon and the Pacific Northwest
309 Geology of Moons and Planets
310 Earth Resources and the Environment

GEOL CLUSTERS
101, 102, 103
201, 202, 203
Any three from 305, 306, 307, 308, 309
Interdisciplinary Science Cluster

"Human Biology"
Either ANTH 170 Introduction to Human Evolution or BI 120 Reproduction and Development
BI 122 Human Genetics
Either ANTH 362 Human Biological Variation or ANTH 367 Human Adaptation

Mathematics (MATH)

STAND-ALONES
130 Introduction to Probability
131 Combinatorics
132 Mathematical Symmetry
133 Chaos
134 Elementary Number Theory
211, 212, 213 Fundamentals of Elementary Mathematics I,II,III
231, 232, 233 Elements of Discrete Mathematics I,II,III
241, 242 Calculus for Business and Social Science I,II
243 Introduction to Methods of Probability and Statistics
251, 252, 253 Calculus I,II,III
271, 272, 273 Mathematical Structures I,II,III

MATH CLUSTERS
Choose three from MATH 130, 131, 132, 133
134
211, 212, 213
241, 242, 243
251, either 242 or 252, either 243 or 253
271, 272, 273

Physics (PHYS)

STAND-ALONES
101, 102, 103 Essentials of Physics
121, 122, 123 Elementary Astronomy
151 Waves, Sound, and Light
152 Physics of Sound and Music
153 Physics of Light and Color
154 Lasers
161 Physics of Energy and Environment
162 Solar Energy
163 Electric Power Generation
201, 202, 203 General Physics
207, 208, 209 Introduction to Astronomy and Astrophysics
211, 212, 213 General Physics with Calculus
301, 302, 303 Physicists' View of Nature

PHYS CLUSTERS
101, 102, 103
121, 122, 123
151 and two from 152, 153, 154
161, 162, 163
201, 202, 203
207, 208, 209
211, 212, 213
301, 302, 303

Psychology (PSY)

STAND-ALONES
201 Mind and Brain
304 Biopsychology

No PSY CLUSTERS
A minor or second major in the following may be substituted for a science cluster: biology, chemistry, computer and information science, environmental studies, general science, geological sciences, mathematics, physics. Students should inquire at the anthropology, geography, and psychology departments about possible substitution of a minor or second major in these disciplines for a science cluster. A minor or second major containing courses from two groups may be substituted for a cluster in only one of the groups.

Race, Gender, Non-European-American Requirement
All bachelor's degree students, including those with associate of arts degrees, must successfully earn 3 credits in an approved course involving either a non-European-American topic or an issue of race or gender. Students may choose one course from the following approved list.

Anthropology (ANTH)
110 Introduction to Cultural Anthropology
173 Evolution of Human Sexuality
213 Oregon Native Americans
220 Introduction to Japanese Society and Culture
301 Ethnology of Hunters and Gatherers
302 Ethnology of Tribal Societies
303 Ethnology of Peasant Societies
314 Women and Culture I: Politics, Production, and Power
315 Women and Culture II: Creativity and Symbols
320 Native North Americans
321 Peoples of India
322 Euro-American Images of Native North America
323 Pacific Basin: Polynesia and Micronesia
324 Pacific Basin: Melanesia and Australia
341 Asian Archaeology
342 Northeast Asian Prehistory
343 Pacific Islands Archaeology
362 Human Biological Variation
418 Anthropology of Religion
421 Anthropology of Gender
425 Topics in Pacific Ethnology
426 Peoples of South Africa
427 Peoples of Central and East Africa
428 Peoples of West Africa and the Sahara
431 Peoples of East Asia
433 Native Central Americans
434 Native South Americans
436 Cultures of Island Southeast Asia
437 Cultures of Mainland Southeast Asia
438 Minority Cultures of Southeast Asia
443 North American Prehistory
444 Middle American Prehistory
445 South American Prehistory
468 Race, Culture, and Sociobiology

Art Education (ARE)
252 Art and Gender
452 Women and Their Art

Art History (ARH)
207 History of Indian Art
208 History of Chinese Art
209 History of Japanese Art
381 Nomadic Art of Eurasia
384, 385, 386 Chinese Art I,II,III
389 Art and Politics in 20th-Century China
391, 392 Art of the Pacific Islands I,II
484 Problems in Chinese Art
488 Japanese Prints

Classics (CLAS)
314 Gender and Sexuality in Antiquity

Dance (DAN)
302 Dance in Asia

East Asian Languages and Literatures (EALL)
210 China: A Cultural Odyssey
211 Japan: A Cultural Odyssey
212 Modern East Asia: A Cultural Odyssey

East Asian Languages and Literatures: Chinese (CHN)
305, 306, 307 Introduction to Chinese Literature
350 Women and Chinese Literature

East Asian Languages and Literatures: Japanese (JPN)
305, 306, 307 Introduction to Japanese Literature
434, 435, 436 Advanced Readings in Japanese Literature
471 The Japanese Cinema
472 Japanese Film and Literature

English (ENG)
151 Introduction to Afro-American Literature
240 Introduction to Native American Literature
310 Afro-American Prose
311 Afro-American Poetry
312 Afro-American Drama
317 Women Writers: Prose
318 Women Writers: Poetry and Drama
486 Afro-American Folklore
488 Race and Representation in Film: [Term Subject]
489 Tribal American Literatures
496 Feminist Film Criticism: [Term Subject]
497 Feminist Literary Theory
498 Studies in Women and Literature

Folklore and Ethnic Studies (ES)
101, 102 Introduction to Ethnicity and Ethnic Communities
103 Ethnic Groups and the American Experience
315 Introduction to the Asian-American Experience
320 Problems and Issues in the Native American Community
330 Minority Women: Issues and Concerns

Geography (GEOG)
201 World Regional Geography
203 Geography of Asia
446 Geography of Religion
475 Geography of Non-European-American Regions: [Term Subject]

German Languages and Literatures: German (GER)
354 German Gender Studies

Germanic Languages and Literatures: Scandinavian (SCAN)
353 Scandinavian Women Writers

Gerontology (GERO)
490 Women's Issues in Aging
History (HIST)
104, 105, 106 World History
250, 251 Afro-American History
253 African-Americans in the West
290 Foundations of East Asian Civilization
291 China, Past and Present
292 Japan, Past and Present
310 Perceptions and Roles of Women from the Greeks through the 17th Century
311 Women and Social Movements in Europe from 1750 to the Present
325, 326 Africa
380, 381, 382 Latin America
385, 386 India
388 Vietnam and the United States
469 American Indian History
480 Mexico
481 The Caribbean and Central America
482 Latin America's Indian Peoples
484 Philippines
485, 486 Thought and Society in East Asia
487, 488, 489 China
490, 491, 492 Japan
493 The Chinese Revolution
495 Modern Southeast Asian History
498 Topics in Asian History

Humanities (HUM)
350 Multicultural Studies in the Humanities: [Term Subject]

Human Services (HS)
452 Cultural Diversity in Human Services

International Studies (INTL)
250 Introduction to World Value Systems
252 Rich Nations and Poor Nations: Conflict and Cooperation
421 Women and Development in the Third World
430 World Value Systems
440 The Pacific Challenge
441 Southeast Asian Political Novels and Films: Changing Images

Journalism (J)
328 Chicano Literature
497, 498 Spanish Women Writers

School and Community Health (HEP)
263 Racial and Ethnic Dimensions in Health

Sociology (SOC)
216 Introduction to the Sociology of Women
222 Race, Class, and Ethnic Groups
303 World Population and Social Structure
305 America's Peoples
423 Sociology of the Family
445 Sociology of Race Relations
449 Women and Work
450 Sociology of Developing Areas
455 Sociology of Women
456 Sex and Identity: Theoretical Perspectives

Women's Studies (WST)
101 Introduction to Women's Studies
333, 334 History of Women in the United States I, II
412 History and Development of Feminist Theory

GENERAL LIMITATIONS
1. A maximum of 108 credits may be transferred from an accredited junior or community college.
2. A maximum of 60 credits may be earned in correspondence study.
3. A maximum of 45 credits in law, medicine, dentistry, technology, or any combination may be accepted toward a degree other than a professional degree.
4. A maximum of 24 credits may be earned in any of the following areas (a, b, and c) with not more than 12 in any one area:
   a. Lower-division vocational technical courses
   b. Physical education and dance activity courses, except for minors in the leisure and human movement studies, and school and community health departments; and except for minors in outdoor leadership
   c. Studio instruction in music, except for majors in music
5. For music majors, a maximum of 24 credits in studio instruction, of which not more than 12 may be taken in the student's freshman and sophomore years, may count toward requirements for the B.A. or B.S. degree
6. A maximum of 12 credits in ALS (academic learning services) courses may be counted toward the 186, 220, 225, or 231 credits required for a bachelor's degree.
7. All grade changes, removal of incompletes, or transfer work essential to completion of degree requirements must be filed in the Office of the Registrar by the Friday following the end of the term of graduation. Any other changes of grades, including removal of incompletes, must be filed in the Office of the Registrar within thirty days after the granting of a degree.
8. Undergraduate credits earned by examination (course challenge), advanced placement (Advanced Placement Program), and the College-Level Examination Program (CLEP) are counted toward the satisfaction of all bachelor's degree requirements except residency and the 45 graded credits at the University of Oregon. The university grants pass credit for successful completion of advanced placement and CLEP examinations.

No courses are available for credit unless designated as repeatable (R) by the University Committee on the Curriculum; therefore credit for duplicate courses is deducted prior to the granting of the degree.

Students may not receive credit in courses that are prerequisites for courses in which they are concurrently enrolled.

Students may not receive credit for courses that are prerequisites for courses for which they have already received credit.

SECOND BACHELOR'S DEGREE

A student who has been awarded a bachelor's degree from an accredited institution may earn an additional bachelor's degree at the University of Oregon. The student must satisfactorily complete all departmental, school, or college requirements for the second degree. Of these requirements, the following must be completed after the prior degree has been awarded:
1. The student must complete an additional 36 credits in residence as a formally admitted student if the prior bachelor's degree was awarded by the University of Oregon, or an additional 45 credits in residence if the prior bachelor's degree was awarded by another institution.
2. A minimum cumulative UO GPA of 2.00 is required for the second bachelor's degree.
3. A minimum of 18 credits must be graded A, B, C, D if the prior bachelor's degree was earned at the University of Oregon, or 23 credits if at another institution.
4. At least 75 percent of all course work required in the second degree major must be completed after the conferral of the first degree.
5. The bachelor of arts degree requires proficiency in a foreign language. Students whose native language is not English satisfy this requirement by providing high school transcripts as evidence of formal training in the native language and satisfactorily completing WR 121 and either WR 122 or 123. The bachelor of science degree requires proficiency in mathematics.

BACHELOR'S DEGREES WITH HONORS

Departmental Honors. Departments in the College of Arts and Sciences that offer a bachelor's degree with honors include anthropology, Chinese, comparative literature, economics, English, Germanic languages and literatures, history, Japanese, mathematics, philosophy, physics, political science, psychology, Romance languages (French, Italian, Spanish), Russian, sociology, and speech. All departments in the professional schools and colleges award bachelor's degrees with honors. For specific requirements, see the departmental sections.

Honors College. The Robert Donald Clark Honors College offers a four-year program of study leading to a bachelor of arts (B.A.) degree in a departmental major. For more information, see the Honors College section of this bulletin.

Latin Honors. Graduating seniors who have earned at least 90 credits in residence at the University of Oregon and have successfully completed all other university degree requirements are eligible for university graduation with honors. These distinctions are based on students' percentile ranks in their respective graduating classes, as follows:
- Top 10% cum laude
- Top 5% magna cum laude
- Top 2% summa cum laude

Other Honors. For information on the Dean's List, Phi Beta Kappa and other honor societies, see the Honors and Awards section of this bulletin. Fellowship and scholarship information is in the Student Financial Aid and departmental sections of this bulletin.

ACADEMIC STANDING

When there is evidence of lack of satisfactory progress toward meeting graduation requirements, the Scholastic Review Committee may place students on academic probation or disqualify them from attendance at the university. For information and assistance, students should inquire at the Office of Academic Advising and Student Services, 164 Oregon Hall.

After grades are processed at the end of each term, term and cumulative UO GPAs are calculated for each undergraduate student. A student's academic standing is based on the term and cumulative UO GPAs.

Academic Warning. When the term GPA is lower than 2.00 but the cumulative UO GPA is 2.00 or higher, the notation "Academic Warning" is recorded on a student's grade report. This notation is not recorded on the student's academic transcript. Academic warning is given as a courtesy to advise a student of potential academic difficulty. Subsequent action does not depend on the student receiving a warning notice, nor does the warning become part of the permanent academic record.

Academic Probation. Academic probation is earned and recorded on the student's permanent record whenever the following conditions exist.
- When the cumulative UO GPA is lower than 2.00, the notation "Academic Probation" is recorded on the student's grade report and academic transcript. If the student has earned 45 or more cumulative credits, that student is subject to disqualification at the end of the first term on probation. Entering students (who have earned 44 or fewer cumulative credits) are allowed two terms of probation before they are subject to disqualification.
- Students on academic probation are limited to a study load of 15 credits or fewer. A student with probationary status who has a cumulative UO GPA lower than 2.00 and a term GPA of 2.00 or higher remains on academic probation for the following term.

Incoming transfer students whose records would place them on academic warning or probation at the UO may be admitted on academic probation. Students are notified when such action has been taken.

Academic Disqualification

A student on academic probation may be academically disqualified when the next term's cumulative UO GPA is lower than 2.00. The notation "Academic Disqualification" is recorded on the student's grade report and academic transcript. The student may enroll again only if the Scholastic Review Committee allows the student to continue on probationary status.

A student may also be academically disqualified if the Scholastic Review Committee determines that the student's academic record provides persuasive evidence that the university requirements for an undergraduate degree cannot be met within a reasonable period of time. The Scholastic Review Committee reviews the academic performance of undergraduate students who have accumulated 24 credits of I, Y, and/or N grades to determine eligibility for continued attendance.

Students may apply for reinstatement after disqualification by contacting the Office of Academic Advising and Student Services. Petitions are reviewed to determine the probability of a student satisfactorily completing the requirements of a degree program.

Exceptions to Academic Regulations

1. Two standing university committees review requests in writing for exceptions to university rules, regulations, deadlines, policies, and requirements: the Academic Requirements Committee and the Scholastic Review Committee. For information about how to submit a petition to one of these committees, inquire at the Office of the Registrar, 220 Oregon Hall; telephone (503) 686-3241.

2. For information about removal from academic probation and academic reinstatement options, inquire at the Office of Academic Advising and Student Services, 164 Oregon Hall; telephone (503) 346-3211.

SCHEDULE OF CLASSES AND STUDENT HANDBOOK

The UO Schedule of Classes and Student Handbook is published shortly before registration each term. Copies are available at the Office of the Registrar on the second floor of Oregon Hall, at Information and Tour Services (first floor of Oregon Hall).

The schedule displays all classes currently offered for the term; it also describes registration procedures. The booklet includes important dates, deadlines, and explanations of various academic regulations and financial aid procedures as well as current figures for tuition, fees, and other charges.

The handbook offers other information useful for students attending the university, including abbreviated versions of the Code of Student Conduct, the Student Records Policy, grievance procedures, and other policies relevant to a student's welfare and academic career.

REGISTERING FOR CLASSES

Registration

Before the start of classes each term, a registration period is set aside; the dates are published in advance. Students are not officially registered and not entitled to attend classes until they have completed the prescribed registration procedures.

Freshman Preregistration

Entering freshmen with 44 credits or fewer qualify for IntroDUCKtion offered in late July. After being notified of admission to the University of Oregon for fall term, freshmen receive information regarding this preregistration program. Space is limited, and the sign-up deadline is early in July.

Reenrollment

Students planning to register in a term of the regular academic year after an absence of one or more terms must notify the Office of Admissions by filing a reenrollment card several weeks before registration to allow time for the preparation of registration materials. Deadlines for reenrollment applications are shown below.

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Term of Reenrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 16, 1992</td>
<td>winter 1993</td>
</tr>
<tr>
<td>January 22, 1993</td>
<td>spring 1993</td>
</tr>
<tr>
<td>April 16, 1993</td>
<td>summer session 1993</td>
</tr>
<tr>
<td>July 16, 1993</td>
<td>fall 1993</td>
</tr>
</tbody>
</table>

Reenrollment procedures for graduate students are described in the Graduate School section of this bulletin.

Summer Session

Students planning to register in a summer session should file, well in advance, an Intent to Register form, which is provided in the summer session bulletin. It is also available from the Continuation Center and the Office of Admissions.
Transcripts
All students are required to file official transcripts of any academic work taken at other institutions. A student's official record must be kept complete at all times. Exceptions are made only for special and provisional students who are formally admitted under individual arrangements, and for summer transient and community education students who are not formally admitted. Failure to file all required records can result in the cancellation of admission, registration, and credits.

Concurrent Enrollment
University of Oregon students paying full-time tuition may enroll for courses through other colleges and universities of the Oregon State System of Higher Education up to overtime levels at no additional cost. Complete details of policies and procedures are available in the Office of the Registrar.

ALTERNATE WAYS TO EARN CREDIT
The university has established programs in which students may earn credit toward graduation and, at the same time, decrease the cost and time required for the usual four years of undergraduate study. Brief descriptions of these programs appear below. Additional information is available from the Office of Admissions and from the Office of Academic Advising and Student Services.

Advanced Placement
Enrolled students who have completed college-level studies in high school under the Advanced Placement Program sponsored by the College Entrance Examination Board (CEEB), and who have received grades that meet the university requirement for creditable work, may be granted passing (P) credit in comparable university courses.

College-Level Examination Program
For some courses, departments have authorized the use of subject examinations by the College-Level Examination Program (CLEP). Examinations are available, for example, in American history, principles of economics, calculus, and biology. Students who have not completed their sophomore year (fewer than 90 credits) may also take CLEP general examinations in the humanities, sciences, and social sciences. A score of 500 or better on each general examination earns 9 credits toward graduation and may fulfill a portion of the group requirements for the bachelor's degree.

The university accepts as transfer credit, upon admission to the university, the successful completion of CLEP subject and general examinations by students.

Credit by Examination
A formally admitted student may challenge undergraduate university courses by examination without formally registering in the courses.

1. The student's petition to the Academic Requirements Committee (available at the registrar's office) must have the approval of the individual faculty member administering the test and of the appropriate dean or department head.
2. Arrangements for the examination must be completed at least one month before the examination date.
3. The student must pay, in advance, a special examination fee of $40 per course.
4. The student is allowed only one opportunity to qualify for credit by examination in any given course.
5. The student may request that the credit be recorded as a pass (P=satisfactory) or graded A, B, C, D, consistent with options listed in the UO Schedule of Classes.
6. Credit by examination may not be counted toward the satisfaction of the residency requirement or the requirement of 45 graded credits at the University of Oregon. The grading option for credit by examination is based on the course listing in the schedule of classes.
7. Credit by examination may be earned only in courses whose content is identified by title in the University of Oregon bulletin; credit by examination may not be earned for Field Studies (196), Workshop, Laboratory Projects, or Colloquium (198), Special Studies (199); courses numbered 50-99, 200, or 399-410; or for first-year foreign languages.
8. A student may not receive credit by examination in courses that:
   a. would substantially duplicate credit already received or
   b. are more elementary than courses in which previous credit has been received or status has been established.
9. A student must be formally admitted and registered for classes during the term in which the examination is administered.

Community Education Program
Individuals who want to enroll for a limited number (7 credits or fewer) in university courses without formally applying for admission may do so through the Community Education Program. A wide variety of courses is available for part-time students of all ages who are not formally admitted to the university.

More information on regulations governing enrollment and credit is available at the Continuation Center, 333 Oregon Hall; telephone (503) 346·5614.

TUITION AND FEES
First Floor, Oregon Hall
Telephone (503) 346-3170
Sherri C. McDowell, Director
Office of Business Affairs

TUITION
Tuition is a basic charge paid by all students enrolled at the University of Oregon. It includes instruction costs, health service fees, incidental fees, and building fees. Except in the School of Law, for a full-time student in 1991-92, the health service fee was $54.50, the incidental fee was $103, the building fee was $18.50. Each full-time student paid an $82 health service fee, a $153 incidental fee, and a $28 building fee. The fees are subject to change for 1992-93.

Payment of tuition entitles students to many services, including instruction in university courses; use of the university library; use of laboratory and course equipment and certain materials in connection with courses for which students are registered; medical attention at the Student Health Center at reduced rates; and use of gymnastics equipment, suits, and laundry service for physical education courses. Additional fees may be required for some services and courses.

No reduction is made for students who do not want to use some of these services.

The proposed tuition figures listed below had not been confirmed at publication.

Tuition Schedule

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time registration (one term):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-18 credits</td>
<td>$901</td>
<td>$2,461</td>
</tr>
<tr>
<td>18 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time registration:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 credit</td>
<td>182</td>
<td>311</td>
</tr>
<tr>
<td>2 credits</td>
<td>248</td>
<td>506</td>
</tr>
<tr>
<td>3 credits</td>
<td>314</td>
<td>701</td>
</tr>
<tr>
<td>4 credits</td>
<td>380</td>
<td>896</td>
</tr>
<tr>
<td>5 credits</td>
<td>446</td>
<td>1,091</td>
</tr>
<tr>
<td>6 credits</td>
<td>512</td>
<td>1,286</td>
</tr>
<tr>
<td>7 credits</td>
<td>578</td>
<td>1,481</td>
</tr>
<tr>
<td>8 credits</td>
<td>644</td>
<td>1,676</td>
</tr>
<tr>
<td>9 credits</td>
<td>710</td>
<td>1,871</td>
</tr>
<tr>
<td>10 credits</td>
<td>776</td>
<td>2,066</td>
</tr>
<tr>
<td>11 credits</td>
<td>842</td>
<td>2,261</td>
</tr>
<tr>
<td>Each additional credit beyond 18</td>
<td>61</td>
<td>190</td>
</tr>
</tbody>
</table>

Graduate

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time registration (one term):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-16 credits</td>
<td>$1,226</td>
<td>$2,081</td>
</tr>
<tr>
<td>Part-time registration:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 credit</td>
<td>253</td>
<td>347</td>
</tr>
<tr>
<td>2 credits</td>
<td>375</td>
<td>563</td>
</tr>
<tr>
<td>3 credits</td>
<td>497</td>
<td>779</td>
</tr>
<tr>
<td>4 credits</td>
<td>619</td>
<td>905</td>
</tr>
<tr>
<td>5 credits</td>
<td>741</td>
<td>1,211</td>
</tr>
<tr>
<td>6 credits</td>
<td>863</td>
<td>1,427</td>
</tr>
<tr>
<td>7 credits</td>
<td>985</td>
<td>1,643</td>
</tr>
<tr>
<td>8 credits</td>
<td>1,107</td>
<td>1,859</td>
</tr>
<tr>
<td>Each additional credit beyond 16</td>
<td>117</td>
<td>211</td>
</tr>
<tr>
<td>Graduate assistant (9-16 credits)</td>
<td>176</td>
<td>176</td>
</tr>
</tbody>
</table>
Tuition for resident and nonresident law students is listed in the School of Law bulletin, available free from the University of Oregon School of Law. Health services and some incidental fee benefits are not available to students enrolled in the Community Education Program.

Tuition is paid by all students under the standard conditions of undergraduate or graduate study, and it is payable as specified in the schedule of classes or other official notices during registration each term. Special fees are paid under the special conditions noted. The university's policies on student charges and refunds follow the guidelines recommended by the American Council on Education. Details of the policies are available at the Office of Business Affairs on the first floor of Oregon Hall.

In the schedule, tuition is specified for one term only. There are three terms in the academic year: fall, winter, and spring (except for the School of Law, which operates on a two-semester system). The summer session operates on a separate tuition schedule that includes course self-support fees. For more information, see the Continuation Center section of this bulletin.

The State Board of Higher Education reserves the right to make changes in the tuition schedule.

**Tuition Loans**

Students who have difficulty paying tuition at the time of registration may apply for a tuition loan, one-third to be paid at registration. The balance is payable in two equal installments during the term. A service charge of $12 is assessed.

Excluded from the tuition loan are room and board, family housing rent, fines, deposits, program changes, and other special charges and fees.

Complete details of the tuition loan program appear in the schedule of classes.

**Community Education Program**

Tuition for Community Education Program students enrolling for 7 or fewer credits is determined by the level of the courses taken. Courses accepted for graduate credit are assessed at the graduate tuition level; all others are assessed at the undergraduate level.

**SPECIAL FEES**

Special fees, fines, penalties, service charges, and other additional charges for specific classes, services, or supplies not covered in the tuition fee, as well as certain fines and penalties, are set forth on a list available in many departmental offices or in the Office of Business Affairs.

The following fees are assessed to university students under the special conditions noted:

- **Application Fee:** $40. Required of students not previously enrolled at the University of Oregon and payable when the application for admission is submitted. The fee is not refundable.
- **Application for Graduation Fee:** $25
- **Bicycles.** Bicycle registration with the Office of Public Safety is mandatory; there is no charge for a permanent permit. Bicycle racks and ramps are provided throughout the campus, and the development of cycling paths is under way both on campus and in the community. Copies of the complete University bicycle parking regulations and fines are available at the Office of Public Safety at 1319 East 15th Avenue.
- **Change of Program:** $10. Required for each course withdrawal in a student's official program.
- **Credit by Examination:** $40 per course. Assessed for taking an examination for advanced credit. The fee applies to each special examination regardless of the number of credits sought.
- **Exceptions to Procedures:** $1–25. Approved exceptions to procedural deadlines are subject to this fee.

**Parking Fees.** A minimal amount of parking space is available near residence halls and on city streets. Students using university parking lots must purchase and display proper parking permits. One-year student parking permits are $50 for automobiles and $45 for motorcycles. Student permits are $33 for the summer session. All parking fees are subject to change.

Parking permits may be purchased during registration at the Erb Memorial Union and at other times from the Office of Public Safety, Straub Hall. Parking regulations are enforced at all times.

A city bus system connects the university with most community areas. For the past three years, student fees have bought each student a pass that allows unlimited free rides.

**Reenrollment Fee:** $15. Assessed for each reenrollment application (undergraduate) or permission to reregister (graduate).

**Replacement of Photo I.D. Sticker:** $10

**Returned Check:** $15. Charge imposed on the writer of any check that is returned to the university by the bank. Exceptions are bank or university errors. If not paid within thirty days, returned checks may be subject to a fine of $100 to $500.

**Senior Citizens:** no charge. Oregon residents 65 years of age and older neither seeking academic credit nor working toward a degree are assessed a one-time fee of $60 to obtain a student identification card. Charges may be made for any special materials. Incident fees are not provided.

**Staff:** $15 per credit. University employees are permitted to enroll in university classes with the approval of their department head. Employees may enroll for a maximum of 10 credits. The fee is not refundable.

**Testing:** $3–50

**TUITION AND FEE REFUNDS**

In the event of complete withdrawal from the university or a reduction in course load, refunds may be granted to students in accordance with the refund schedule on file in the Office of Business Affairs, Oregon Hall. Refunds may take from four to six weeks to process. All refunds are subject to the following regulations:

1. Refunds are calculated from the date the student officially withdraws from the university, not from the date the student ceased attending classes, except in unusual cases when formal withdrawal has been delayed through causes largely beyond the student's control.
2. Yes refunds are made for any amount less than $3 unless a written request is made.
3. Refunds of incidental fees and health service fees are subject to removal of the term sticker on the photo I.D. card.
4. In case of complete withdrawal, students who received financial aid are responsible for repayment of that aid in accordance with the university's financial aid repayment policy and schedule. See the schedule of classes for details.

For complete withdrawal, obtain withdrawal forms from the Office of Academic Advising and Student Services, 164 Oregon Hall.

The university has an appeals process for students or parents contending that individual circumstances warrant exceptions to published policy. If circumstances of withdrawal or course-load reduction are beyond the student's control, petitions for exception to the refund policy may be obtained from the Office of the Registrar on the second floor of Oregon Hall or from the Office of Academic Advising and Student Services.
STUDENT
FINANCIAL AID

260 Oregon Hall
Telephone (503) 346-3221
Edmond Vignoul, Director

Financial aid in the form of scholarships, grants, loans, and employment is available at the University of Oregon to eligible students who need assistance to attend school. The Office of Student Financial Aid provides counseling and information services to students and parents, and it administers a comprehensive program of financial assistance. Financial aid counselors are available to students who drop in and by appointment. Office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday.

Attendance Costs

The following information is provided to help students estimate the total cost of attending the University of Oregon.

Budgets established for financial aid purposes are based on average expenses, except for tuition and fees. Some students have higher costs in one category or another. For example, students in the School of Architecture and Allied Arts, some of the science departments, and the School of Music have expenses ranging from $30 to $300 per year for equipment, supplies, and field trips in addition to books. Students living alone in an apartment or in university housing may spend more than the budgeted amount for meals and housing.

Residence hall room and board for 1991–92 ranged from $3,059 to $5,368. Cooperative housing costs were generally less than the minimum residence hall rate. Sorority and fraternity costs were somewhat higher than the minimum residence hall rate.

Health insurance is optional for United States citizens. International students are required to purchase health insurance. Coverage by the term or for a full twelve-month period may be purchased through the Associated Students of the University of Oregon (ASUO). Coverage for dependents of students is also available.

Personal expenses are governed by individual preference but may include such items as travel; theater, movie, and athletic tickets and other entertainment; and such incidentals as laundry, gifts, and dining out.

The figures in the following table are the estimated tuition and fees for a full-time student in 1992–93. Tuition and fee schedules are subject to revision by the Oregon State Board of Higher Education. See the Tuition and Fees section of this bulletin.

<table>
<thead>
<tr>
<th>Student Classification</th>
<th>One Term Three Terms</th>
<th>Two Terms Three Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate resident</td>
<td>$901.............$2,703</td>
<td></td>
</tr>
<tr>
<td>Undergraduate nonresident</td>
<td>2,461.............7,383</td>
<td></td>
</tr>
<tr>
<td>Graduate resident</td>
<td>1,220.............3,678</td>
<td></td>
</tr>
<tr>
<td>Graduate nonresident</td>
<td>2,281.............6,243</td>
<td></td>
</tr>
<tr>
<td>Graduate assistant</td>
<td>176.............528</td>
<td></td>
</tr>
</tbody>
</table>
| Tuition for resident and nonresident law students is listed in the School of Law bulletin, available free from the University of Oregon School of Law.

The expenses in the following tables are used by the Office of Student Financial Aid to estimate a student's educational cost for the 1992–93 academic year.

MISCELLANEOUS COSTS

The figures in the following table are the estimated cost to a dependent nonresident student. A dependent child-care allowance of $200 a month for each child under five years of age and $70 a month for each child between six and twelve years of age who is living with the student.

<table>
<thead>
<tr>
<th>Books and Supplies</th>
<th>One Term Three Terms</th>
<th>Two Terms Three Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates and undergraduates</td>
<td>$170.............$510</td>
<td></td>
</tr>
<tr>
<td>Law (semester)</td>
<td>285.............570</td>
<td></td>
</tr>
</tbody>
</table>

A transportation allowance is added to the budget of a dependent nonresident student, an independent nonresident student, and an independent nonresident who is enrolled at the university for the first time, or a participant in the National Student Exchange.

<table>
<thead>
<tr>
<th>Miscellaneous Personal Expenses</th>
<th>One Term Three Terms</th>
<th>Two Terms Three Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates and undergraduates</td>
<td>$308.............$1,140</td>
<td></td>
</tr>
</tbody>
</table>

A transportation allowance is added to the budget of a dependent nonresident student, an independent nonresident student, and an independent nonresident who is enrolled at the university for the first time, or a participant in the National Student Exchange.

APPLYING FOR FINANCIAL AID

Undergraduate Students

1. Complete a financial aid application. The Singlefile Form, processed by USA Funds, is preferred. However, the university accepts application forms from any other processor approved by the United States Department of Education.

2. List the University of Oregon as one of the first three schools to receive the application information.

3. Provide financial aid transcripts from all other postsecondary schools attended. The appropriate forms, available at any financial aid office, must be completed by the student and sent to each postsecondary institution previously attended. The transcript is completed in that school's financial aid office and returned to the University of Oregon.

4. Apply for admission to the University of Oregon.

Graduate and Law Students

1. Complete a financial aid application. The Singlefile Form, processed by USA Funds, is preferred. However, the university accepts application forms from any other processor approved by the United States Department of Education.

2. List the University of Oregon as one of the first three schools to receive the application information.

3. Provide financial aid transcripts from every postsecondary school attended. The appropriate forms, available at any financial aid office, must be completed by the student and sent to each postsecondary institution previously attended. The transcript is completed in that school's financial aid office and returned to the University of Oregon.

4. Apply for admission to the University of Oregon.

FINANCIAL AID ELIGIBILITY

To be considered for need-based financial aid, the student must be a United States citizen or otherwise eligible under the Social Security Act to file a federal income tax return. Students who are not eligible to file a federal income tax return must provide an IRS Form 1040NR (Nonresident Alien) and/or state income tax return. All students are required to file the Free Application for Federal Student Aid (FAFSA). The FAFSA must be submitted to the Office of Student Financial Aid by March 1 of each year for the upcoming academic year.

The university uses a method prescribed by the United States Congress to determine what may be a reasonable contribution from the student and family toward the cost of the student's education. This system ensures that students receive consistent and equitable treatment. Financial aid counselors review unique circumstances for individuals.

The various kinds of financial contributions to a student's educational support may be summarized as follows:

Student Contribution. The student's anticipated contribution for living and educational expenses for the academic year is based on (a) income from the previous calendar year and (b) a percentage of any assets, if applicable.

Assets are considered if the family income exceeds $15,000 or if a 1040 federal income tax return is filed. The calculations do not include college work-study earnings. This contribution includes the following:

1. For dependent students the expected contribution is either a minimum of $900 ($700 for a first-year undergraduate) or a percentage of income minus taxes, whichever is larger.

2. For independent students with no dependents, the expected contribution is either a percentage of income minus taxes and a standard maintenance allowance or a minimum of $1,200, whichever is larger.

3. For independent students with dependents (this includes married couples with no children), the expected contribution is determined after making allowances to income for taxes and maintenance, based on family size and number of family members in college. Other allowances to income that may...
be considered are medical and dental expenses, employment expenses for a single parent or working student and spouse, and elementary and secondary school tuition.

Parents’ Contribution. Parental contributions for the academic year are based on parents’ income for the previous calendar year and assets, if applicable. Assets are considered if the family income exceeds $15,000 or if a 1040 federal income tax return is filed. Taken into consideration in estimating financial assistance from parents are such allowances as taxes, unusual medical and dental expenses, employment expenses for a single parent or two working parents, elementary and secondary school tuition, and minimum maintenance costs based on the number of family members. The number of family members in college is also considered.

FINANCIAL AID PACKAGES

After the student’s financial aid eligibility has been established, the financial aid counselor determines the award based on the aid programs for which the student is eligible. The Office of Student Financial Aid attempts to meet each student’s financial aid eligibility. When that becomes impossible because of limited funds, students are advised of other sources of financial aid.

Undergraduates

Pell Grants, university scholarships that are not from an academic department, and State Need Grants or Cash Awards, are considered to be part of the student’s financial aid package, although the Office of Student Financial Aid does not determine eligibility for these programs.

If it appears from the financial aid application that a student is eligible for a Pell Grant but has not submitted a Student Aid Report to the Office of Student Financial Aid, an estimate of the amount of the Pell Grant is included in the offer. When the Student Aid Report and any other necessary documents are filed, the financial aid package is revised to include the actual amount of the Pell Grant.

The Office of Student Financial Aid determines the student’s eligibility for, and the amount of assistance the student may receive from, the Perkins Loan, the Stafford Loan, the Supplemental Educational Opportunity Grant, the College Work-Study programs, and the Oregon State System of Higher Education Tuition Surcharge Waiver.

A student may not receive assistance from the Pell Grant, Perkins Loan, Supplemental Educational Opportunity Grant, College Work-Study Program, State Need Grant or Cash Award, Stafford Loan, Supplemental Loan for Students, or Parent Loan for Undergraduate Students if:

1. The student is in default on any loan made from the Perkins Loan or National Direct Student Loan Program or on a loan made, insured, or guaranteed under the Guaranteed Student Loan or Stafford Loan, Supplemental Loan for Students, or Parent Loan for Undergraduate Students programs for attendance at any institution.
2. The student owes a refund on grants previously received for attendance at any institution under Pell Grant, Supplemental Educational Opportunity Grant, or State Need Grant or Cash Award programs.

A parent may not borrow from the Parent Loan for Undergraduate Students if the parent is in default on any educational loan or owes a refund on an educational grant as described above.

A student may not receive student aid unless he has registered with the Selective Service, if required by law.

Financial aid offers are made in accordance with federal regulations and university policies as described below.

Perkins Loan. The amount is determined by a financial aid counselor and based on the student’s financial aid eligibility. The maximums are $4,500 for the first two years and $9,000 total for undergraduate study.

Supplemental Educational Opportunity Grant (SEOG). This grant is awarded to students with exceptional need. The amount of the grant is determined by the financial aid counselor and is based on the student’s financial aid eligibility.

College Work-Study Program (CWSP). The minimum and maximum amounts are established each year.

Stafford Loan. A recommended amount may be included in the financial aid package. The maximum amount is $2,625 a year for the first two years of undergraduate study, $4,000 a year for the remaining years of undergraduate study, up to a total of $17,250.

Oregon State System Tuition Surcharge Waiver. Tuition surcharge waivers have been provided by the Oregon State Board of Higher Education to help offset the surcharge levied on tuition for 1991-92 and 1992-93. A limited amount of funds is available for Oregon residents who demonstrate the greatest financial need.

Graduate and Law Students

The Office of Student Financial Aid determines eligibility and the amount of assistance that may be received from the Perkins Loan, Stafford Loan, and the College Work-Study programs. Offers are made in accordance with federal regulations and certain university policies, as follows:

Perkins Loan. The maximum amount is established each year. The maximum for combined undergraduate and graduate loans is $18,000.

College Work-Study Program (CWSP). The minimum and maximum amounts are established each year.

Stafford Loan. A recommended amount may be included in the financial aid package. The maximum amount is $7,500 a year, $54,750 combined total for undergraduate and graduate study.

Oregon State System Tuition Surcharge Waiver. Tuition surcharge waivers have been provided by the Oregon State Board of Higher Education to help offset the surcharge levied on tuition for 1991-92 and 1992-93. A limited amount of funds is available for Oregon residents who demonstrate the greatest financial need. Students whose tuition is paid or waived by other sources are not eligible to receive the waiver.

Federal and state regulations are subject to change and may affect current policies and procedures.

NOTIFICATION OF FINANCIAL AID

Notifications of financial aid eligibility are mailed between April 15 and May 1 to all students who have supplied the necessary information to the Office of Student Financial Aid and the Office of Admissions on or before March 1. Notifications are mailed during the summer to all students who have supplied the necessary information between March 2 and July 31.

If aid is offered and accepted, the student (and spouse, if married) and the student’s parents (if applicable) may be asked to provide the Office of Student Financial Aid with documents, such as income tax forms, to verify the information on the application.

Student applicants who are not eligible, receive a letter that suggests other sources of funds. If aid funds are depleted, applicants are notified by mail and informed of alternative sources of assistance.

Students should read the Offer of Financial Assistance and the instructions carefully. Acceptance must be returned to the Office of Student Financial Aid by the date specified on the document.

An explanation of revision and appeal policies and procedures is included with the Offer of Financial Assistance. A financial aid package may be revised when a student’s eligibility changes. The student receives a revised notification and if necessary is advised of any repayment of aid. The federal regulations covering financial aid programs, the explanation of the Congressional method of determining student and family contributions, and the university policies and procedures for offering financial aid are available in the Office of Student Financial Aid. Students are welcome to review them at any time during office hours.

Students may arrange to meet with a counselor to discuss eligibility and financial aid offers by calling the Office of Student Financial Aid at (503) 346-3221.

FINANCIAL AID PROGRAMS

To be eligible for certain financial aid programs that are dependent upon federal or state funding, the student must be a citizen of the United States or in the United States for other than a temporary purpose and with the intention of becoming a permanent resident. Under certain circumstances, students who are citizens of the Marshall Islands or the Federated States of Micronesia may continue receiving some types of financial aid from the federal programs listed below. This is an eligibility standard for the Pell Grant, the Supplemental Educational Opportunity Grant, the College Work-Study Program, the Perkins Loan, the Stafford Loan, the Supplemental Loan for Students, the Parent Loan for Undergraduate Students, and the State Need Grant and Cash Award, all of which are described below.
Carl D. Perkins Loan
The Perkins Loan Program provides long-term, low-interest loans to eligible students who are admitted to a program leading to a degree or certificate, have good academic standing, and are enrolled at least half time.

The amount a student may borrow is determined by a financial aid counselor and based on the student’s financial aid eligibility. The maximums that may be loaned are $4,500 for the first two years of undergraduate study, $9,000 for undergraduate study, $18,000 combined total for both undergraduate and graduate study.

Repayment of a Perkins Loan begins nine months after the student ceases to be enrolled at least half time. The minimum repayment is $30 a month or $90 a quarter. The university disburses the money.

A borrower of a Perkins Loan may be eligible for other deferments for periods up to three years. For information about deferments contact the Perkins Loan Office, Office of Business Affairs, 113 Oregon Hall, Eugene OR 97403; telephone (503) 346-3071.

Remittance of a Perkins Loan is not delinquent or in default if the borrower is enrolled at least half time in an eligible institution.

Then next step a Perkins Loan may be eligible for other deferments for periods up to three years. For information about deferments contact the Perkins Loan Office, Office of Business Affairs, 113 Oregon Hall, Eugene OR 97403; telephone (503) 346-3071.

Repayment of a Perkins Loan may be canceled, in full or in part, if the borrower is teaching full time in designated low-income schools or teaching handicapped children full time in a public or other nonprofit elementary or secondary school or in a preschool program under the Head Start Act, if the borrower is a member of the United States Armed Forces in an area of hostilities or a member of the Peace Corps (effective July 1, 1987, for new borrowers), if the borrower has a permanent and total disability, or if the borrower dies.

Information about cancellation provisions is available in the Office of Business Affairs.

Public Law 95-598 generally prohibits student-loan borrowers from the routine discharge of their debts by declaring bankruptcy within five years after the repayment period begins.

Money available for Perkins Loans is collected from former university borrowers to lend to eligible students. Disbursement, repayment, deferment, and cancellation are transacted with the Office of Business Affairs.

Stafford Loan
The Stafford Loan Program makes funds available through eligible lending institutions. Students must demonstrate need to qualify for a Stafford Loan. All applicants must complete a financial aid application in addition to the Stafford Loan application. Students must be enrolled in good standing at least half time or have been accepted for admission to a program leading to a degree or certificate.

The university determines the amount the student may borrow. Other resources received after the loan is approved are considered and may result in an adjustment to the loan. The maximums are $2,625 an academic year for the first two years, $4,000 an academic year for the remaining years of undergraduate study, up to a total of $17,250; $7,500 an academic year for graduates, $34,750 combined total for both undergraduate and graduate study.

Repayment begins six months following graduation or termination of at least half-time enrollment. Borrowers are charged 8 percent interest per year for the first four years of repayment and 10 percent per year on the unpaid balance beginning the fifth year of repayment.

Students with outstanding loans at 7, 8, or 9 percent interest continue at these rates. The minimum monthly payment is $50. The maximum repayment period is ten years. However, the actual amount of payments and the length of the repayment period depend upon the size of the debt and the arrangements with the lender. The federal government pays the interest until repayment begins. Borrowers are assessed a 1 percent fee to offset a portion of the federal interest contribution in addition to an administrative fee for each loan.

Deferring Repayment. Repayment of a Stafford Loan that is not in default may be defered if the borrower is enrolled full time at an eligible institution. Information about this and other deferments should be obtained from the lender. The Office of Student Financial Aid also has loan counseling materials to help students plan for repayment.

A Stafford Loan is canceled if the borrower dies or is totally and permanently disabled. Applications for a state of Oregon guaranteed Stafford Loan are sent to eligible students after the Office of Student Financial Aid recommends a Stafford Loan as part of the financial aid package. Students who are applying for a Stafford Loan from banks outside Oregon should provide the appropriate loan applications to the lending institutions they choose.

Processing these loans takes four to six weeks. First-time Stafford Loan borrowers at the University of Oregon must receive preloan counseling. First-time borrowers enrolled in their first year of undergraduate study receive their first loan funds thirty days after beginning their courses of study.

Supplemental Loan for Students (SLS) and Parent Loan for Undergraduate Students (PLUS)
These federal programs provide loans through eligible lending institutions to independent students and to parents of dependent undergraduate students. Students must be enrolled at least half time and be in good standing or have been accepted for admission to a program leading to a degree or certificate.

Independent students and parents of dependent undergraduate students may borrow a maximum of $4,000 a year or the school’s estimated cost of attendance, minus any other financial aid the student may receive, for an aggregate total of $20,000.

The interest on the loans is variable, based on the one-year Treasury Bill rate plus 3.75 percent, not to exceed 12 percent per annum.
with the first payment to be made within sixty days of the date of disbursement. The borrower is allowed at least five, but no more than ten, years to repay and must meet the federal minimum of $600 a year. However, the actual amount of payments and length of repayment period depend upon the size of the debt and arrangements with the lender.

These loans may be used to replace expected family contributions required in determining eligibility for other financial aid programs.

Deferring Repayment. Student borrowers may qualify for deferments of principal repayment depending on lender policy. Lenders may collect the interest during a deferment period or allow the interest to capitalize for periods when the student borrower is enrolled full time at a school participating in the program. More information about deferments should be obtained from the lender.

An SLS or PLUS loan is canceled if the borrower (and the borrower's cosigner) dies or becomes totally and permanently disabled.

Applying for an SLS or PLUS loan. Applications used by Oregon banks for the Supplemental Loan for Students and Parent Loan for Undergraduate Students are available in the Office of Student Financial Aid. Students or parents borrowing from banks outside Oregon should provide the appropriate application from the lending institution they choose. In addition, the university requires completion of a separate supplemental form. Student applicants for an SLS must first complete a financial aid application to determine eligibility for a Pell Grant and a Stafford Loan. Borrowers are assessed an administrative fee for each application. Processing these loans takes four to six weeks.

First-time SLS borrowers at the University of Oregon must receive preloan counseling.

Auxiliary Loans
These loans are privately funded and are not based on need, so no federal formula is applied to determine eligibility. However, the amount borrowed cannot exceed the cost of education minus other financial aid. The interest rate and terms of repayment are as favorable as the Stafford Loan and the SLS and PLUS loans; therefore, eligibility for these loans should be considered first. More information is available in the Office of Student Financial Aid.

Consolidation Loans
Loan consolidation is a way of combining several loans into one loan when repayment begins. Monthly payments are lowered by extending the length of the repayment period. Students who consider this option should have a total educational indebtedness of $5,000 or more and have several lenders. The interest rate of a consolidation loan is the weighted average of the rates on the loans being consolidated but not less than 9 percent. Information about loan consolidation is available from the Office of Student Financial Aid or the lender.

Loan Repayment and Debt Management
The University of Oregon is committed to helping students achieve sound financial planning and debt management. Information about loans, repayment options, average student indebtedness, and debt management strategies is available in the Office of Student Financial Aid.

SCHOLARSHIPS
Scholarships Awarded by a Department or School
Undergraduate and graduate students who have selected a major field of study should consult the appropriate school or department about possible scholarships and application procedures and requirements. Graduate assistantships and fellowships, which include a tuition waiver and a monthly salary, are offered to outstanding graduate students by many departments. The College of Arts and Sciences annually solicits and screens applicants for Rhodes, Marshall, and Mellon graduate fellowships.

Scholarships Awarded through the Office of Student Financial Aid
This is a group of university-wide scholarships not attached to a particular department or school. All of these scholarships require academic achievement (merit), and some require financial need. All scholarships administered by the Office of Student Financial Aid are governed by the University Scholarship Committee, whose members are from the faculty and the student body. This committee reviews and formulates policies and evaluates the applicant's academic qualifications; the Office of Student Financial Aid determines the student's financial eligibility.

A single application form is used for all the scholarships in this group. Application and recommendation forms are available in the Office of Student Financial Aid. Applicants must provide copies of academic transcripts from schools they have attended. The deadline for submitting a scholarship application and other necessary documents is February 1 for the following academic year. Prospective students also must apply for admission to the University of Oregon by February 1.

The university's policy when awarding financial assistance is to refrain from discrimination on the basis of race, sex, religion, handicap, age, national origin, veteran or marital status, or sexual orientation.

Presidential Scholarships
In 1983 the university established the Presidential Scholarship Program to recognize and reward outstanding Oregon high school graduates. Candidates are invited to apply for the scholarships. The University Scholarship Committee selects candidates to receive $2,000 scholarships for each of their four years at the university. Selection is based on academic achievement and leadership. To retain the scholarships for four years, recipients are expected to maintain a high level of academic performance at the university.

National Merit Scholarships
The University of Oregon is the only public institution in Oregon that sponsors the National Merit Scholarship program. Several four-year scholarships, ranging from $500 to $2,000 an academic year, are awarded. Interested high school students should consult their high school counselors and arrange to take the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifications Test.
Student Financial Aid.

Charles C. Rikhoff, Jr. Student Loan Fund

charge is assessed.

not exceed $1,200.

stallments. The initial payment is due the first

sity of Oregon.

A late charge of$5 is assessed on each install­

ment not paid by the due date. A $25 service

charged.

Available Loans

Donations and bequests have been made for

use as loans to students; special restrictions ap­

ply in some instances. Information on any of

the listed funds is available in the Office of

Student Financial Aid.

Unrestricted Funds

Unrestricted funds are considered within

the general loan fund and are disbursed accor­
ding to the policies described above.

Alice Wrisley and Adelaide Church
A. P. McKinley Student Loan Fund
Associated Women Students
Benjamin Reed Estate
Bruce and Emma Brundige Short-Term Loan
Carson IV 1967–68
Catherine C. Fleming Fund
Charles A. Howard
Charles C. Rikhoff, Jr. Student Loan Fund
Class of 1911

trustees are sole judge of loan terms. Loan eligi­

bility in accordance with university loan policy.

College of Business Administration. Euro­
porean Exchange Program. Advance to United

Student Aid Fund, which provides additional

loan funds at a ratio of 12.5 to one. Interest

rate is 7 percent. Arrangements for repayment

must be made within three months after gradu­

ation. First monthly payment is due on the first
day of the eleventh month after leaving school.

Coos Bay-North Bend Rotary Scholarship
Fund. General fund available for short- or

long-term loans in priority sequence of (1) 4-H

scholarship students from Coos Bay, North

Bend, or Coos River; (2) other students from

Coos Bay, North Bend, or Coos River high

schools; and (3) any worthy student.

Dad’s Club. Advance to United Student Aid

Fund, which provides additional loan funds at

a ratio of 12.5 to one. Interest rate is 7 percent.

Arrangements for repayment must be made

within three months after graduation. First

monthly payment is due on the first day of the

eleventh month after leaving school.

Douglas and Myrtle Chambers Fund. Long- or

short-term loans subject to university loan rules

and regulations. Interest earnings may be

used for scholarships.

Edith Kerns Chambers Scholarship Loan

Fund. Loans not to exceed $500 to upper­
division students maintaining a 3.00 GPA.

Interest at the rate of 2 percent annually.

Eleanor Anderson Loan Fund. Noninterest­

bearing loans approved by the Department of

English and disbursed in accordance with uni­

versity loan policy.

Eugene Mineral Club. Loans limited to regis­

tered geology majors, $200 maximum. Ap­

plications must be approved by the head of the

department of Geological Sciences.

Foreign Student Fund. Loans to be issued to

international students in accordance with uni­

versity loan policy.

Fred and Elva Cuthbert Fund. Loans are to be

issued to married students in the fourth, fifth,

or graduate year as majors in architecture or in

fine and applied arts. No cosigners are required.

No loan exceeds $200, repayable within one

year from the date of issue, and interest free if

paid in four months from the date issued. After

the first four-month period, the interest is 3

percent. Loans must be approved by the dean

of the School of Architecture and Allied Arts.

Gamma Alpha Chi Fund. Short- or long-term

loans to women majoring in journalism. The

approval of the dean of the School of Journal­

ism is required.

Graduate Student Aid Fund. Loans of $200

maximum for graduate students. Applications

are made through the Office of Student Finan­

cial Aid, and loans are issued in accordance

with university loan policy.

Harold and Mildred Bechtel Fund. Long- or

short-term loans to upper-division and gradu­

ate students.

Indian Student Loan Fund. Maximum loan is

$50 for three months.
James Coyle Loan Fund. Loans of up to $2,000 for students from Wasco County, Oregon, for graduate courses in engineering, law, or economics at Harvard University or the University of California.

Jennie B. Harris Scholarship Loan Fund. Long- or short-term loans to regularly enrolled women students. Interest earnings are used for scholarships.

J. W. Walton Memorial Fund. Loans to be issued to law students in accordance with standard loan policy.

Leroy Kerns Loan Fund. Loans to students in the School of Architecture and Allied Arts (AAA). Applications require approval of AAA dean. Interest is 2 percent until graduation and 4 percent thereafter.

Lottie Lee Lamb Fund. Loans to be issued to women in librarianship.

L. S. Cressman Loan Fund. Loans are non-interest bearing and due four months from date issued. The loans are available to anthropology majors upon approval of the anthropology department head.

Luella Clay Carson Loan Fund. A general fund for long- or short-term loans to women.

Mary E. McCormack Music Loan Fund. Standard long-term loan fund for music students preparing for a life of religious work as singers and musicians. Applications must be approved by the dean of the School of Music. Interest is 6 percent while a student and 8 percent upon graduation.

Men's Emergency Loan Fund of the Class of 1933. Short-term loans to be issued to men only.

Minnie A. Morden Loan Fund. Loans to aid students who have completed their first two years of premedicine and who intend to specialize in internal medicine. Loans issued in accordance with university loan policy.

Miscellaneous Emergency. Loans not to exceed $100, with annual payments of 4 percent interest. Notes are due on or before five years from date issued.

University of Oregon Orchestra Loan Fund. Loans for payment of music fees. If no music fees, the purpose of loan fund is determined by the dean of the School of Music.

University of Oregon School of Law. Advance to United Student Aid Fund, which provides additional loan funds at the ratio of 12.5 to one. Interest rate is 7 percent. Arrangements for repayment must be made within three months after graduation. First monthly payment is due on the first day of the eleventh month after leaving school.

Ray Ellickson Memorial Fund. Loans are limited to physics students, graduate or undergraduate, to be approved by the head of the Department of Physics. Loans are for small amounts, $25-$50, for short periods; university loan regulations apply.

Susan Campbell Fund. Loans not to exceed $500 to upper-division students maintaining a 3.00 GPA. Interest at the rate of 2 percent annually.

Thomas Robert Trust. Loans to students not to exceed $200, with annual payments of 4 percent interest. Notes are due on or before five years from date issued.

University of Oregon Orchestra Loan Fund. Loans for payment of music fees. If no music fees, the purpose of loan fund is determined by the dean of the School of Music.

Jennie B. Harris Scholarship Loan Fund. Loans not to exceed $200, with annual payments of 4 percent interest. Notes are due on or before five years from date issued.

James Coyle Loan Fund. Loans of up to $2,000 for students from Wasco County, Oregon, for graduate courses in engineering, law, or economics at Harvard University or the University of California.

Jennie B. Harris Scholarship Loan Fund. Long- or short-term loans to regularly enrolled women students. Interest earnings are used for scholarships.

J. W. Walton Memorial Fund. Loans to be issued to law students in accordance with standard loan policy.

Leroy Kerns Loan Fund. Loans to students in the School of Architecture and Allied Arts (AAA). Applications require approval of AAA dean. Interest is 2 percent until graduation and 4 percent thereafter.

Lottie Lee Lamb Fund. Loans to be issued to women in librarianship.

L. S. Cressman Loan Fund. Loans are non-interest bearing and due four months from date issued. The loans are available to anthropology majors upon approval of the anthropology department head.

Luella Clay Carson Loan Fund. A general fund for long- or short-term loans to women.

Mary E. McCormack Music Loan Fund. Standard long-term loan fund for music students preparing for a life of religious work as singers and musicians. Applications must be approved by the dean of the School of Music. Interest is 6 percent while a student and 8 percent upon graduation.

Men's Emergency Loan Fund of the Class of 1933. Short-term loans to be issued to men only.

Minnie A. Morden Loan Fund. Loans to aid students who have completed their first two years of premedicine and who intend to specialize in internal medicine. Loans issued in accordance with university loan policy.

Miscellaneous Emergency. Loans not to exceed one year; interest at the same rate as charged on long-term student loans.

Oregon Journal Fund. Long-term loans for students enrolled in the School of Journalism with a GPA of at least 2.50. Borrowers are to be recommended by the dean of the School of Journalism. No interest charges while enrolled at the University of Oregon and no interest for two years after leaving the university. If any portion of the loan remains unpaid two years after a student leaves the university, the loan balance bears interest at the standard student loan rate of 6 percent.

Oscar Brun Civil Engineering Fund. Long-term loan funds for preengineering students progressing toward a civil engineering degree.

Panhellenic Emergency. Emergency loans to sophomore, junior, or senior women not to exceed sixty days.

Phi Beta Alumnae Fund. Loans to students majoring in music, rhetoric and communication, or theater arts.

Phi Kappa Psi Gift. Loans for Phi Kappa Psi members only with GPAs of 2.00 or better. Loans are due September 1 of the following year. Interest is 6 percent.

Ray Ellickson Memorial Fund. Loans are limited to physics students, graduate or undergraduate, to be approved by the head of the Department of Physics. Loans are for small amounts, $25-$50, for short periods; university loan regulations apply.

Susan Campbell Fund. Loans not to exceed $500 to upper-division students maintaining a 3.00 GPA. Interest at the rate of 2 percent annually.

Thomas Robert Trust. Loans to students not to exceed $200, with annual payments of 4 percent interest. Notes are due on or before five years from date issued.

University of Oregon Orchestra Loan Fund. Loans for payment of music fees. If no music fees, the purpose of loan fund is determined by the dean of the School of Music.

University of Oregon School of Law. Advance to United Student Aid Fund, which provides additional loan funds at the ratio of 12.5 to one. Interest rate is 7 percent. Arrangements for repayment must be made within three months after graduation. First monthly payment is due on the first day of the eleventh month after leaving school.

Ray Ellickson Memorial Fund. Loans are limited to physics students, graduate or undergraduate, to be approved by the head of the Department of Physics. Loans are for small amounts, $25-$50, for short periods; university loan regulations apply.

Susan Campbell Fund. Loans not to exceed $500 to upper-division students maintaining a 3.00 GPA. Interest at the rate of 2 percent annually.

Thomas Robert Trust. Loans to students not to exceed $200, with annual payments of 4 percent interest. Notes are due on or before five years from date issued.

University of Oregon Orchestra Loan Fund. Loans for payment of music fees. If no music fees, the purpose of loan fund is determined by the dean of the School of Music.

Jennie B. Harris Scholarship Loan Fund. Loans not to exceed $200, with annual payments of 4 percent interest. Notes are due on or before five years from date issued.

James Coyle Loan Fund. Loans of up to $2,000 for students from Wasco County, Oregon, for graduate courses in engineering, law, or economics at Harvard University or the University of California.

Jennie B. Harris Scholarship Loan Fund. Long- or short-term loans to regularly enrolled women students. Interest earnings are used for scholarships.

J. W. Walton Memorial Fund. Loans to be issued to law students in accordance with standard loan policy.

Leroy Kerns Loan Fund. Loans to students in the School of Architecture and Allied Arts (AAA). Applications require approval of AAA dean. Interest is 2 percent until graduation and 4 percent thereafter.

Lottie Lee Lamb Fund. Loans to be issued to women in librarianship.

L. S. Cressman Loan Fund. Loans are non-interest bearing and due four months from date issued. The loans are available to anthropology majors upon approval of the anthropology department head.

Luella Clay Carson Loan Fund. A general fund for long- or short-term loans to women.

Mary E. McCormack Music Loan Fund. Standard long-term loan fund for music students preparing for a life of religious work as singers and musicians. Applications must be approved by the dean of the School of Music. Interest is 6 percent while a student and 8 percent upon graduation.

Men's Emergency Loan Fund of the Class of 1933. Short-term loans to be issued to men only.

Minnie A. Morden Loan Fund. Loans to aid students who have completed their first two years of premedicine and who intend to specialize in internal medicine. Loans issued in accordance with university loan policy.

Miscellaneous Emergency. Loans not to exceed one year; interest at the same rate as charged on long-term student loans.

Oregon Journal Fund. Long-term loans for students enrolled in the School of Journalism with a GPA of at least 2.50. Borrowers are to be recommended by the dean of the School of Journalism. No interest charges while enrolled at the University of Oregon and no interest for two years after leaving the university. If any portion of the loan remains unpaid two years after a student leaves the university, the loan balance bears interest at the standard student loan rate of 6 percent.

Oscar Brun Civil Engineering Fund. Long-term loan funds for preengineering students progressing toward a civil engineering degree.

Panhellenic Emergency. Emergency loans to sophomore, junior, or senior women not to exceed sixty days.

Phi Beta Alumnae Fund. Loans to students majoring in music, rhetoric and communication, or theater arts.

Phi Kappa Psi Gift. Loans for Phi Kappa Psi members only with GPAs of 2.00 or better. Loans are due September 1 of the following year. Interest is 6 percent.
STUDENT HOUSING

Walton Hall
Telephone (503) 346-4277
Michael Eyster, Director
University Housing

University of Oregon students may choose their own living arrangements from a variety of accommodations, including those that can be adapted for students with disabilities, provided by the university and the community. Students living in the residence halls and other university-owned accommodations are expected to adhere to regulations established by University Housing and the university Code of Student Conduct.

In all living arrangements, the university expects students to conduct themselves with the same respect for the comfort and property of others, the payment of financial obligations, and the general responsibility for order that is required of all people living in the community. The information that follows describes university-owned housing and procedures for making reservations. One section is devoted to private rentals.

RESIDENCE HALLS

The university maintains seven residence hall complexes, which house approximately 3,000 students. The five main campus complexes are Bean, Carson, Earl, Hamilton, and Walton. The University Inn and Riley Hall are five blocks west of the campus. Most halls house freshmen and upper-division students together. Multiple-occupancy rooms are available in all halls. A limited number of single rooms is available. Some living areas in the University Inn are segregated by sex. Most halls are coeducational and have floors reserved alternately for men and women. Some halls are reserved for one sex only. Special-interest halls house students interested in academic pursuits, creative arts, outdoors pursuits, international studies, music, cross-cultural programs, and health and fitness. One of the health and fitness halls prohibits smoking or possession of alcohol.

Residence Hall Facilities and Services

The residence halls provide nineteen meals a day, study facilities, a central laundry with free dryers, and ironing boards; locked storage space for luggage. Rooms are furnished with telephone service, carpeting, draperies, desk lamps, study chairs, wastebaskets, and, in single rooms, swivel chairs. A limited number of bunks and refrigerators are available at an extra charge. Reduced-rate evening and weekend long-distance telephone service is available from residence hall rooms through the university telephone system.

Residence Hall Costs

These charges are payable either at the beginning of the term or in two installments, the first at the beginning, the second at a fixed date during the term. Payments become delinquent after ten calendar days. A late fine of $15 is assessed for delinquent payments. If fees are not paid within fifteen days of the due date, university eviction and collection procedures are initiated.

Residence hall rates* for 1992–93 are listed below.

<table>
<thead>
<tr>
<th>Multiple Room and Board</th>
<th>Single Room and Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>$1,445</td>
</tr>
<tr>
<td>Winter</td>
<td>964</td>
</tr>
<tr>
<td>Spring</td>
<td>803</td>
</tr>
<tr>
<td>Total</td>
<td>$3,212</td>
</tr>
</tbody>
</table>

The University Inn, at 1000 Patterson Street, offers additional services and private baths for the following rates:

<table>
<thead>
<tr>
<th>Economy Multiple Room</th>
<th>Economy Single Room</th>
<th>Large Single Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>$1,878</td>
<td>$2,442</td>
</tr>
<tr>
<td>Winter</td>
<td>1,252</td>
<td>1,628</td>
</tr>
<tr>
<td>Spring</td>
<td>1,044</td>
<td>1,356</td>
</tr>
<tr>
<td>Total</td>
<td>$4,174</td>
<td>$5,426</td>
</tr>
</tbody>
</table>

*Not included is an annual $17 social fee for programs to be determined by the residents in each unit.

Reservations and Contracts

Reservation forms are available from University Housing. Reservations should be made as soon as possible, preferably with the application for admission. A reservation may be made at a later date, but the order in which room assignments are made is determined by the dates applications are received.

The residence hall application form must be accompanied by a $50 deposit. Address inquiries to University Housing, University of Oregon, Eugene OR 97403.

Cancellations. Cancellations of reservations must be received in writing at University Housing no later than September 1 for fall term, December 1 for winter term, or March 1 for spring term. For cancellations that meet these deadlines, $35 of the $50 deposit is refunded; $15 of the deposit is retained as a processing fee. If notification of cancellation is received after the deadlines, the entire $50 deposit is forfeited.

Contracts. Residents are required to sign a contract—the terms and conditions of occupancy—which explains rights, privileges, and responsibilities of residence hall occupancy. These terms are based on consideration for other residents, health and safety standards, and compliance with established laws and the university Code of Student Conduct. Failure to comply with the terms and conditions of occupancy may lead to eviction.

Residences are available only to those who agree to room and board in a residence hall throughout the fall-through-spring school year. (See summer session below.) However, while remaining in the university, a student may be released from a contract by providing a satisfactory replacement or by the payment of $1 a day for the remaining days in the school year; in either case, the $50 deposit is refunded. Students who withdraw from the university are released from their contracts, and the deposit, minus damages, is refunded.

Refund Policy. Charges for room and board are made for a full term. For students who withdraw from the residence hall and the university up to ten days before the end of the term, any unearned room and board payments are refunded according to an established schedule available at University Housing. Board charges during an absence from Eugene of ten or more consecutive full days are refunded at the rate of $2 a day.

Vacations. There is no food service during vacation breaks. Students may remain in their rooms during Thanksgiving vacation at no charge. Students who stay on during winter and spring vacations may be moved to one central unit and are charged an additional fee (winter, $75; spring, $40).

Summer Session. Summer session students may choose seven- or five-day board. A contract for both room and board is required for main-campus residence halls. A contract for room only is available at the University Inn.

During summer, residence hall facilities are available to married couples at the standard double room and board rate for each person. In addition, housing and food services are available to workshop and conference groups. Address inquiries to University Housing, University of Oregon, Eugene OR 97403.

FAMILY HOUSING AND APARTMENTS

University Apartments

University-owned apartment housing is available to married students with or without children and to single students with children and single graduate students.

Westmoreland, three miles from campus, consists of 404 one- and two-bedroom furnished apartments. Rent is $145 and $175 a month (subject to change) and includes water and garbage-hauling service. The apartments have electric heat and appliances. The grounds are landscaped and maintained. There is city bus service to campus. An elementary school and shopping areas are nearby.

Amazon, an older complex within walking distance of campus, has 244 unfurnished two-bedroom apartments. Rent is $153 a month (subject to change) and includes water and garbage-hauling service. Appliances are furnished. Schools and parks are nearby. Parking at Amazon and Westmoreland is limited to one vehicle per household.

A $50 security deposit and the first month’s rent are required for Amazon and Westmoreland housing at the time of assignment. On-site day care is available at Westmoreland and Amazon.

Eligibility. To be eligible for family housing, students must be enrolled full time at the university.

Assignments are based on class level; graduate students have first priority and undergraduates next priority. Date of application is used to assign priority classification. Established guidelines ensure that financial means are taken into account.

Occupancy limits are based on the number of bedrooms and the number and ages of the children. No more than two adults may reside in a unit.
East Campus Housing
The university also owns more than 100 houses in a four-block area east of the campus. A lottery is conducted about six weeks before the beginning of each term in which student families are assigned to these units from a limited waiting list maintained by University Housing. Pets are permitted. Rental rates are specific to each unit. A $70 security deposit is required.

All rental rates are subject to change by the Oregon State Board of Higher Education; the board reserves the right to increase charges during the fiscal year if actual expenses of housing operations exceed budgeted expenses. Address inquiries to University Housing, University of Oregon, Eugene OR 97403.

AFFILIATED HOUSING
Fraternities and Sororities
Information about fraternities and sororities affiliated with the university is available from the Office of Student Development, 364 Oregon Hall; telephone (503) 346-3216.

Fraternities and sororities are more than just a housing option at the University of Oregon. They are concerned with the cultural, social, and academic growth of their members, as evidenced by programs that encourage community service, campus involvement and interaction with the faculty. The small-group atmosphere encourages cooperation among members, providing living and learning opportunities for the individual. The Greek-letter houses also have functions such as formal get-togethers, dances, philanthropic projects, parents' weekends, Greek Week, and activities with other fraternities and sororities.

The individually owned and operated houses provide a comfortable and homelike atmosphere at costs comparable to those charged in residence halls. Meals are cooked and served family style in each house. Quiet study and sleeping areas are maintained along with living and recreational areas. Room and board costs and social fees vary from house to house, but yearly sorority costs average $3,400. In addition, there are some one-time fees the first year. Members may pay monthly or quarterly.

Membership selection is known as "rush," which includes house visits. Rush takes place during the week before classes start in the fall. This gives new students a chance to get acquainted and meet members of each of the fraternities and sororities. Students planning to participate in rush should call or write the Interfraternity Council (men) or Panhellenic Council (women) in Suite 5, Erb Memorial Union; telephone (503) 346-3701 or -3888, or call the Office of Student Development; telephone (503) 346-3216. Students who do not participate in fall rush may join a sorority or fraternity at other times of the year through informal rush.

Sororities at the university are Alpha Chi Omega, Alpha Phi, Chi Omega, Delta Delta Delta, Delta Gamma, Gamma Phi Beta, Kappa Alpha Theta, Kappa Kappa Gamma, Pi Beta Phi, Kappa Delta, and Sigma Kappa. All sororities at the UO have resident house directors. Fraternities are Alpha Tau Omega, Beta Theta Pi, Chi Psi, Delta Tau Delta, Delta Upsilon, Kappa Sigma, Lambda Chi Alpha, Phi Delta Theta, Phi Gamma Delta, Phi Kappa Psi, Sigma Alpha Epsilon, Sigma Chi, Sigma Nu, Sigma Phi Epsilon, Tau Kappa Epsilon, Theta Chi, and Pi Kappa Alpha colony. One fraternity, Beta Theta Pi, has a resident house director.

Nonuniversity Housing
The Rental Information Office provides a free service to help students who are interested in renting a place off campus. Listings of houses, duplexes, apartments, studios, quads, rooms and roommates, and cooperatives are posted on bulletin boards outside Suite 5 of the Erb Memorial Union (EMU). In addition to the referral service, the Rental Information Office has available, free of charge, model rental agreements, inventory and condition reports, copies of the Renter's Handbook, and a courtesy telephone. Following are a variety of off-campus housing situations to consider.

Houses and Duplexes. This type of housing is probably the most difficult to find, especially near campus. Rents range from $200 to $700, depending on the number of bedrooms and proximity to campus.

Apartments. Apartments located close to campus typically have higher rental rates than those in the outlying areas of Eugene-Springfield. Following are average monthly rental rates for area apartments: one-bedroom, $195-$350; two-bedroom, $250-$500; and three-bedroom, $375 or more. Many of these apartments require nine-month leases, refundable cleaning deposits or nonrefundable fees, or security deposits. Many do not allow pets.

Studies and Quads. A studio is a single-room apartment with private kitchen and bath facilities. Rents for studio apartments range from $185 to $350 a month. A quad is a single sleeping room with kitchen facilities shared with three other units. A quad may have either a private or a shared bathroom. Rent ranges from $160 to $250 a month during the fall-through-spring academic year, with reduced rates during the summer.

Rooms and Roommates. The most popular style of off-campus living is shared housing. Some students rent large apartments or houses and then rent out rooms or look for roommates. Many private homes offer rooms for rent. Shared housing costs anywhere from $110 to $250 a month. Apartment availability and rates are subject to ever-changing market conditions. Students should contact the Rental Information Office a few months before they intend to arrive to get up-to-date information and advice about the rental situation in Eugene-Springfield.

When to Begin Looking. The best time to find housing for fall term is at the end of spring term, especially if the student needs inexpensive housing or has children or pets. If a student plans to share housing or live in a quad, he might be able to wait until September.

Landlord-Tenant Agreements. The Rental Information Office helps students fill out inventory and condition reports, which describe

the exact state of the dwelling and contents when the tenant moves both in and out. This report helps ensure fair return of the deposit so that neither the tenant nor the landlord feels cheated. Also available is a handbook for renters and landlords that contains general information, explanations of the Oregon landlord-tenant laws, advice to tenants, and model forms to start a landlord-tenant relationship. Inquire at the Rental Information Office for more advice on deposits, written leases, inventory and condition reports, or any problem that may arise between student tenant and landlord. For more information call the office at (503) 346-3731, stop by Suite 5 on the ground floor of the EMU, or write to Rental Information Office, Suite 5, Erb Memorial Union, University of Oregon, Eugene OR 97403.
ACADEMIC AND CAREER PLANNING

ADVISING

The University of Oregon offers undergraduate students a choice of more than 2,000 courses. Out of these courses individualized programs emerge, reflecting each student's special interests, goals, and aspirations. Translating these goals and interests into courses, majors, and minors requires careful planning. For this reason, all students are required to see the assistance of academic advisers and may not complete their first term's registration without discussing options with an adviser.

The importance of program planning cannot be overemphasized. A sound academic program usually shows growing intellectual maturity and sharpening of focus. A poorly planned program demonstrates the lack of clear direction and may appear to be only a collection of randomly assembled, unrelated courses.

The faculty adviser provides the student the intellectual framework in which intelligent planning and decision making can be completed, so students are strongly urged to visit with advisers regularly. The university considers advising an extension of teaching and regards it as a major responsibility of the faculty, who schedule time each term especially for advising.

All students with declared majors are assigned to faculty advisers within their departments. The Office of Academic Advising and Student Services coordinates advising of students who have not declared majors, classified as arts and sciences premajors, and of those interested in law and the health professions.

The Career Planning and Placement Service plays an important role in the planning process.

General Principles in Program Planning

1. To earn a degree in four years (twelve terms), students should average 15 or 16 credits a term. In planning a term's studies, students should anticipate that each credit taken requires at least three hours each week for class meetings and homework. A 15-credit course load requires a student to invest about forty-five hours a week.

2. Each term's schedule should be planned to include the university bachelor's degree requirements (see the Registration and Academic Policies section of this bulletin) and requirements of the major. Major requirements are listed in this bulletin under the academic department headings (see Contents). Students who have not selected their majors should spend some time exploring possible majors.

3. Students should read the course descriptions in this bulletin and the notes in the schedule of classes to learn course pre- or corequisites. Meeting prerequisites for courses is the student's responsibility.

4. Many university major disciplines and courses require competence in mathematics. It is also required for the bachelor of science degree. Mathematics should be started in the freshman year.

5. A foreign language, whether required (as for the bachelor of arts degree) or elective, should also be started in the freshman year if possible. Students planning to study abroad on an international exchange program during the sophomore or junior year should achieve competence in a language early.

6. Each student should prepare a four-year model program of courses to be taken at the university and discuss the program with the assigned departmental faculty adviser.

7. New students might want to explore some special curricular offerings: Freshman Interest Groups, Freshman Seminars, the Clark Honors College, and departmental orientation courses. These courses and programs should be investigated early during the first year. Freshman Interest Groups and Freshman Seminars are described in the Academic Advising and Student Services section of this bulletin. For information about the Clark Honors College, see the Honors College section of this bulletin.

8. It takes sound planning to design a program that combines courses demanding extensive reading, daily exercises, laboratory work, and lengthy papers.

9. Planning might also include the use of university resources for improving skills in reading, computation, note taking, test taking, and writing.

Academic Majors, Minors, and Careers

All University of Oregon undergraduate students must complete at least one academic major to graduate. The major is an opportunity to learn a subject in depth. Faculty advisers in the respective departments are the best sources of information on majors.

Minors are additional ways to focus studies towards career and interest areas. Inquiries about minors should be directed to specific departments.

See Academic Majors and Minors at the front of this bulletin for tables of degree and certificate programs.

ESTABLISHING GOALS

Students who are career oriented in a narrow sense are often unaware of the distinctions made among the terms employment, position, vocation, occupation, and career. Resources in the Office of Academic Advising and Student Services and the Career Planning and Placement Service, as well as the entire academic experience at the university, are directed toward providing students with an understanding of these terms and their relation to educational planning.

A systematic approach to identifying educational and career goals and to selecting courses and college activities is outlined in Focus Your Education. Free copies are available at the Career Planning and Placement Service, 244 Hendricks Hall, and in the Office of Academic Advising and Student Services, 164 Oregon Hall.

Identifying a Career

Although the availability of immediate employment is important in choosing majors and careers, it should not be the only consideration. Students should determine if their strengths are being used and developed in the major field they have chosen and if their interests lie in that field. Assistance in determining both strengths and interests is available to students from a variety of sources.

By enrolling in basic, introductory-level courses, students can learn much about their performance and interests. The Career Assessment Program uses tests to clarify interests, skills, work-related values, and work environment preferences. A counselor helps interpret the results. A fee is assessed.

Career and Life Planning (CPSY 199), a Special Studies course, helps students develop a career plan based on assessment of interests, values, and skills and application of various psychological theories about personal development.

Gathering Career Information

Career information resources include the following:

A career information area, in the Career Planning and Placement Service, has information on more than 40,000 career areas organized for easy exploration.

College to Career-Job-Finding Strategies (CPSY 199), a Special Studies course, discusses résumé writing, interview skill building, and information interviewing and job-search strategies. Workshops and seminars, offered by the Career Planning and Placement Service and the Office of Academic Advising and Student Services, are for students in the exploratory stages of planning or in the final stages of preparation for work or graduate school.

Employer presentations are scheduled throughout the year. Representatives describe their company's organizational structure, product or services, entry-level requirements, and the characteristics sought in applicants. These presentations are listed in the Oregon Daily Emerald student newspaper.

Testing Career Decisions

Direct involvement in a career-related activity, part-time job, class project, internship, or practicum can be very useful. These experiences improve skills, provide insights that allow the translation of theory into practice, and improve employment potential.

Internships and practica are field-based experiences required of some majors and may be open to nonmajors as electives. Opportunities should be discussed with an academic adviser, with counselors at the Career Planning and Placement Service, or at the Office of Student Development internship program in 364 Oregon Hall.

Student organizations provide opportunities to develop career-related experiences such as interpersonal and organizational skills. Two hundred student organizations on the university campus serve a variety of interests.
## Calendar of Academic and Career Planning

### Year in School | Academic Planning | Career Planning
--- | --- | ---
**Freshman and Sophomore Years**

**Freshman:** 0-44 credits
- Complete writing and at least half of group requirements.
- Decide on a major by the middle of the sophomore year; seek assistance as needed from Office of Academic Advising and Student Services. Note that some majors require more than two and one-half years of planned study.
- Consider taking some upper-division (300- and 400-level) coursework during sophomore year. Pick up a free copy of Focus Your Education in 244 Hendricks Hall or 164 Oregon Hall.
- Pick up a transcript and progress report, prepared by the Office of the Registrar, in your major department (fall term, sophomore)

**Sophomore:** 45-89 credits
- Examine career information related to the major by using career information resources at the Career Planning and Placement Service.
- Consider taking some upper-division (300- and 400-level) coursework during sophomore year.
- Pick up a transcript and progress report, prepared by the Office of the Registrar, in your major department (fall term, sophomore).
- Consult with department adviser on progress in the major (fall term).

**Junior Year**
90-134 credits
- Pick up a transcript and progress report, prepared by the registrar’s office, in major department (fall term).
- Consult with department adviser on progress in the major (fall term).
- Plan to take admission tests if expecting to apply to professional or graduate programs (spring term).
- Attend workshops sponsored by the Office of Academic Advising and Student Services on applying to professional and graduate programs (fall and spring terms).
- Consider other postgraduate options such as Fulbright grants and Rotary scholarships. Consider completion of an academic minor or a double major.
- Attend group presentations by companies to learn of entry-level positions.
- Attend Career Planning and Placement Service workshops or register for Special Studies: College to Career—Job-Finding Strategies (CPSY 199).
- Arrange an internship or practicum through major department, the Career Planning and Placement Service, or a professional organization.
- Interview individuals with jobs in anticipated careers and talk with instructors.
- Learn job search, résumé writing, and interview skills.
- Visit the annual Career Fair.

**Senior Year**
135+ credits
- Pick up a transcript and progress report, prepared by the registrar’s office, in major department (fall term).
- Consult with department adviser on progress in the major (fall term).
- File for graduation during the second week of classes in the term preceding the term of anticipated graduation.
- Attend workshops sponsored by the Office of Academic Advising and Student Services on applying to professional and graduate programs (fall and spring terms).
- Attend workshops sponsored by the Office of Academic Advising and Student Services on applying to professional and graduate programs (fall and spring terms).
- Prepare résumé.
- Register for Special Studies: College to Career—Job-Finding Strategies (CPSY 199) (fall or winter term).
- Check with the Career Planning and Placement Service for current job listings and the campus interview schedule (fall term).
- Arrange interviews with organizations scheduled for Career Planning and Placement Service visits.
- Design and begin job search.
- Visit the annual Career Fair.

---

Part-time or summer work or volunteer experiences, which provide information about possible careers, are another way of testing career decisions. Information about summer and part-time employment is available from the Student Employment Office, Room 12, Hendricks Hall.

**Placement Services**
To assist students in career planning, the Career Planning and Placement Service offers job listings, workshops on job-search strategies, résumé writing, and interview skills; Campus Interview Program, directories, and recruiting literature; and annual reports from a number of firms.
The College of Arts and Sciences The College of Arts and Sciences is the central academic division of the university. It enrolls a majority of UO students and provides a nucleus of basic courses in a wide variety of liberal arts, professional, and preprofessional programs. Courses offered in the college include both those designed to satisfy general-education requirements and those at a more advanced level for majors and graduate students in specialized fields. The fundamental academic mission of the college within the university is to supply a solid and broad general education: an introduction to social and intellectual history; basic training in quantitative, analytic, and communication skills; and an understanding of the nature and uses of critical thought. This strong liberal arts core is essential to the strength and excellence of the University of Oregon.

Liberal Education The increasingly technological nature of our society makes this broad educational base increasingly important. The Chronicle of Higher Education has noted a "growing recognition that a solid foundation of liberal learning . . . is an essential part of all undergraduate education." Even for students planning to move on to specialized postgraduate careers, the fundamental tools developed in such a general program constitute preparation for a lifetime of work and growth, in which the particular demands of specific jobs require constant re-education in new or changing fields. Law and medical schools are placing increasing emphasis on the broad preparation of their applicants. Job recruiters from a variety of business and technical fields also pay special attention to evidence that candidates have the capacity to learn and grow, that they acquire skills that will be adaptable to new professional challenges in the future. For this reason, students should particularly seek out courses with strong emphasis on reading, writing, and the analysis of various kinds of data and ideas; courses that stress computational skills; and courses providing a basic introduction to computing and statistics. Whatever the student's major or career plans, such training is valuable and often proves crucial to success in other areas of university work. It is essential, then, for a student to enroll in such courses before entering more advanced courses that assume mastery of mathematical and verbal skills as a prerequisite.

The College of Arts and Sciences urges students, in close consultation with their advisers, to develop academic programs that maintain a balance between general preparation and more specific personal career goals. Careful consideration is required in choosing courses to satisfy the university's general-education group requirements and in choosing courses that satisfy the more specialized requirements of the student's academic major. A well-planned program does not meet those requirements arbitrarily; it identifies the courses that both satisfy requirements and address the student's individual needs—career possibilities, areas of academic strength and weakness. To plan a meaningful program, a student must ask fundamental questions: "Who am I? Who do I want to be?" Careful program planning begins a lifetime process of discovery and development.

Departments and Programs The instructional departments of the college include anthropology, biology, chemistry, classics, computer and information science, East Asian languages and literatures, economics, English, exercise and movement science, geography, geological sciences, Germanic languages and literatures, history, linguistics, mathematics, philosophy, physics, political science, psychology, religious studies, Romance languages, Russian, sociology, and speech (theater arts).

The college supports numerous interdisciplinary and special programs: Asian studies,Australian studies, Canadian studies, comparative literature, environmental studies, folklore and ethnic studies, humanities, international studies, general science, medieval studies, neuroscience, Pacific Islands studies, peace studies, Russian and East European studies, Scandinavian studies, Southeast Asian studies, statistics, and women's studies. A program in American studies is inactive.

Preparatory programs for careers in dental hygiene, dentistry, engineering, medical technology, medicine, nuclear medical technology, nursing, pharmacy, and veterinary medicine are available through the science departments of the college. For information about these and other preparatory programs—in law, library science, social work, and for the master of business administration—see the Preparatory Programs section of this bulletin. Western Interstate Commission for Higher Education (WICHE) programs in physical and occupational therapy, optometry, and podiatry are also described in that section.

Undergraduate minor programs have been developed in many areas within the college. A student might profit by completing a minor in a discipline that complements his or her major; some minor programs offer a student whose major is in the College of Arts and Sciences the opportunity to gain expertise in one of the professional schools.

Journals The College of Arts and Sciences cooperates in the publication of two journals at the university. Comparative Literature provides a distinguished forum for scholars studying literature from an international point of view. It has been published quarterly since 1949. Northwest Review is devoted to creative writing, art, criticism, and commentary. It seeks contributions of variety and substance from throughout the country, especially from the Northwest. It has been published three times a year for the past thirty-three years.

Arts and Sciences Premajors Students who have declared a major, or who consider themselves premajors within a particular field, plan their programs with advisers in those major departments. Students should choose their majors by the middle of their sophomore year. A majority of entering freshmen—and some students at more advanced stages—have not decided on a major or even the general direction of their future academic work. Such students—officially termed arts and sciences premajors—are assigned academic advisers through the Office of Academic Advising and Student Services, which also directs them to special advisers from various departments in the College of Arts and Sciences.

Sample Programs The sample programs on the next few pages are designed for arts and sciences and other premajors. They are not definitive and should be supplemented through discussions with an official adviser. They do provide general guidelines for students anticipating that their major field will be chosen from one of the three main areas represented in the College of Arts and Sciences (arts and letters, social science, and science) or from one of the professional schools supplying sample programs. They are constructed to ensure that after two years a student will have completed most university requirements (including the foreign-language requirement for the bachelor of arts degree and the mathematics requirement for the bachelor of science degree) and will be in a position to spend the junior and senior years doing work in a major and in related upper-division courses. For more specific advice, students are urged to consult the requirements of individual departments and schools as outlined in this bulletin and to seek out faculty advisers. These sample programs provide a good introduction to the program-planning process and can help make meetings with a faculty adviser more productive.

114 Friendly Hall
Telephone (503) 346-3902
Risa L. Palm, Dean

The College of Arts and Sciences urges students, in close consultation with their advisers, to develop academic programs that maintain a balance between general preparation and more specific personal career goals. Careful consideration is required in choosing courses to satisfy the university's general-education group requirements and in choosing courses that satisfy the more specialized requirements of the student's academic major. A well-planned program does not meet those requirements arbitrarily; it identifies the courses that both satisfy requirements and address the student's individual needs—career possibilities, areas of academic strength and weakness. To plan a meaningful program, a student must ask fundamental questions: "Who am I? Who do I want to be?" Careful program planning begins a life-long process of discovery and development.

Departments and Programs The instructional departments of the college include anthropology, biology, chemistry, classics, computer and information science, East Asian languages and literatures, economics, English, exercise and movement science, geography, geological sciences, Germanic languages and literatures, history, linguistics, mathematics, philosophy, physics, political science, psychology, religious studies, Romance languages, Russian, sociology, and speech (theater arts).

The college supports numerous interdisciplinary and special programs: Asian studies, Australian studies, Canadian studies, comparative literature, environmental studies, folklore and ethnic studies, humanities, international studies, general science, medieval studies, neuroscience, Pacific Islands studies, peace studies, Russian and East European studies, Scandinavian studies, Southeast Asian studies, statistics, and women's studies. A program in American studies is inactive.

Preparatory programs for careers in dental hygiene, dentistry, engineering, medical technology, medicine, nuclear medical technology, nursing, pharmacy, and veterinary medicine are available through the science departments of the college. For information about these and other preparatory programs—in law, library science, social work, and for the master of business administration—see the Preparatory Programs section of this bulletin. Western Interstate Commission for Higher Education (WICHE) programs in physical and occupational therapy, optometry, and podiatry are also described in that section.

Undergraduate minor programs have been developed in many areas within the college. A student might profit by completing a minor in a discipline that complements his or her major; some minor programs offer a student whose major is in the College of Arts and Sciences the opportunity to gain expertise in one of the professional schools.

Journals The College of Arts and Sciences cooperates in the publication of two journals at the university. Comparative Literature provides a distinguished forum for scholars studying literature from an international point of view. It has been published quarterly since 1949. Northwest Review is devoted to creative writing, art, criticism, and commentary. It seeks contributions of variety and substance from throughout the country, especially from the Northwest. It has been published three times a year for the past thirty-three years.

Arts and Sciences Premajors Students who have declared a major, or who consider themselves premajors within a particular field, plan their programs with advisers in those major departments. Students should choose their majors by the middle of their sophomore year. A majority of entering freshmen—and some students at more advanced stages—have not decided on a major or even the general direction of their future academic work. Such students—officially termed arts and sciences premajors—are assigned academic advisers through the Office of Academic Advising and Student Services, which also directs them to special advisers from various departments in the College of Arts and Sciences.

Sample Programs The sample programs on the next few pages are designed for arts and sciences and other premajors. They are not definitive and should be supplemented through discussions with an official adviser. They do provide general guidelines for students anticipating that their major field will be chosen from one of the three main areas represented in the College of Arts and Sciences (arts and letters, social science, and science) or from one of the professional schools supplying sample programs. They are constructed to ensure that after two years a student will have completed most university requirements (including the foreign-language requirement for the bachelor of arts degree and the mathematics requirement for the bachelor of science degree) and will be in a position to spend the junior and senior years doing work in a major and in related upper-division courses. For more specific advice, students are urged to consult the requirements of individual departments and schools as outlined in this bulletin and to seek out faculty advisers. These sample programs provide a good introduction to the program-planning process and can help make meetings with a faculty adviser more productive.
Sample Programs: Arts and Sciences

Each degree in the College of Arts and Sciences requires three stand-alone courses and one three-term cluster—an approved set of three interrelated courses taken outside the major department—in each of three basic groups: arts and letters (A&L), social science (SS), and science (S). Group-satisfying courses and clusters are listed in the Registration and Academic Policies section of this bulletin under Group Requirements.

The B.A. degree requires proficiency in a foreign language. The B.S. degree requires proficiency in mathematics.

**Bachelor of Arts in an Arts and Letters Discipline**

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College Composition I (WR 121)</td>
<td>Elective</td>
<td>College Composition II (WR 122)</td>
<td>Consider a freshman seminar</td>
</tr>
<tr>
<td></td>
<td>Foreign language</td>
<td>Foreign language</td>
<td>Foreign language</td>
<td>First-year or higher</td>
</tr>
<tr>
<td></td>
<td>A&amp;L cluster course</td>
<td>A&amp;L cluster course</td>
<td>A&amp;L cluster course</td>
<td>Look for interrelated clusters</td>
</tr>
<tr>
<td></td>
<td>SS cluster course</td>
<td>SS cluster course</td>
<td>SS cluster course</td>
<td>(e.g., World Literature (ENG 107, 108, 109)</td>
</tr>
<tr>
<td></td>
<td>Electives in mathematics, computer science, or science</td>
<td>Electives in mathematics, computer science, or science</td>
<td>Electives in mathematics, computer science, or science</td>
<td>Possibly group satisfying</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SS course</td>
<td>S cluster course</td>
<td>SS course</td>
<td>Second-year or higher</td>
</tr>
<tr>
<td></td>
<td>A&amp;L course</td>
<td>A&amp;L course</td>
<td>A&amp;L course</td>
<td>Choose some courses to help select a major</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Consider a foreign language</td>
</tr>
</tbody>
</table>

**Bachelor of Science in a Social Science Discipline**

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College Composition I (WR 121)</td>
<td>Elective</td>
<td>College Composition II (WR 122)</td>
<td>Consider a freshman seminar</td>
</tr>
<tr>
<td></td>
<td>SS cluster course</td>
<td>SS cluster course</td>
<td>SS cluster course</td>
<td>First-year or higher</td>
</tr>
<tr>
<td></td>
<td>Mathematics or computer science</td>
<td>Mathematics or computer science</td>
<td>Mathematics or computer science</td>
<td>Look for interrelated clusters</td>
</tr>
<tr>
<td></td>
<td>A&amp;L cluster course</td>
<td>A&amp;L cluster course</td>
<td>A&amp;L cluster course</td>
<td>(e.g., Calculus for Business and Social Science I,II (MATH 241, 242) and Introduction to Methods of Probability and Statistics (MATH 243))</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Consider a freshman seminar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SS course</td>
<td>S cluster course</td>
<td>SS course</td>
<td>Choose some courses to help select a major</td>
</tr>
<tr>
<td></td>
<td>A&amp;L course</td>
<td>A&amp;L course</td>
<td>A&amp;L course</td>
<td>Consider a foreign language</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Consider a foreign language</td>
</tr>
</tbody>
</table>

**Bachelor of Science in a Science Discipline**

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College Composition I (WR 121)</td>
<td>Elective</td>
<td>College Composition II (WR 122)</td>
<td>Consider a freshman seminar</td>
</tr>
<tr>
<td></td>
<td>Calculus I (MATH 251)</td>
<td>Calculus II (MATH 252)</td>
<td>Calculus III (MATH 253) or Introduction to Methods of Probability and Statistics (MATH 243)</td>
<td>A&amp;L group-satisfying courses or a foreign language</td>
</tr>
<tr>
<td></td>
<td>S cluster course plus appropriate laboratory</td>
<td>S cluster course plus appropriate laboratory</td>
<td>S cluster course plus appropriate laboratory</td>
<td>(e.g., Calculus for Business and Social Science I,II (MATH 241, 242) and Introduction to Methods of Probability and Statistics (MATH 243))</td>
</tr>
<tr>
<td></td>
<td>SS cluster course</td>
<td>Elective</td>
<td>SS cluster course</td>
<td>Consider a freshman seminar</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Possibly group satisfying</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Additional mathematics or computer science</td>
<td>Additional mathematics or computer science</td>
<td>Additional mathematics or computer science</td>
<td>Choose some courses to help select a major</td>
</tr>
<tr>
<td></td>
<td>S group-satisfying course</td>
<td>S group-satisfying course</td>
<td>S group-satisfying course</td>
<td>Choose some courses to help select a major</td>
</tr>
<tr>
<td></td>
<td>A&amp;L cluster course</td>
<td>A&amp;L cluster course</td>
<td>A&amp;L cluster course</td>
<td>Choose some courses to help select a major</td>
</tr>
<tr>
<td></td>
<td>SS group-satisfying course</td>
<td>SS group-satisfying course</td>
<td>SS group-satisfying course</td>
<td>Choose some courses to help select a major</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Consider a foreign language</td>
</tr>
</tbody>
</table>
## Sample Programs: Professional Schools and Colleges

Each degree in the College of Business Administration requires three stand-alone courses and one three-term cluster—an approved set of three interrelated courses taken outside the major department—in each of three basic groups: arts and letters (A&L), social science (SS), and science (S). Group-satisfying courses and clusters are listed in the Group Requirements section of this bulletin. The B.A. degree requires proficiency in a foreign language. The B.S. degree requires proficiency in mathematics.

### Possible Business Majors: Bachelor of Science

The following sample program fulfills the Conceptual Tools Core. A grade point average (GPA) of 2.75 is required for admission to major programs in the College of Business Administration. Potential majors should consult an adviser as early as possible and make formal application spring term.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Composition I (WR 121)</td>
<td>Elective</td>
<td>College Composition II (WR 122)</td>
<td>College Algebra (MATH 111), Calculus for Business and Social Science I,II (MATH 241, 242), Introduction to Methods of Probability and Statistics (MATH 243) beginning at appropriate level</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Sociology, psychology, or anthropology</td>
</tr>
<tr>
<td>SS group-satisfying course</td>
<td>SS group-satisfying course</td>
<td>SS group-satisfying course</td>
<td>Consider a freshman seminar</td>
</tr>
<tr>
<td>A&amp;L cluster course</td>
<td>A&amp;L cluster course</td>
<td>A&amp;L cluster course</td>
<td></td>
</tr>
<tr>
<td>Introduction to Business (BE 101) or Fundamentals of Management (MGMT 206)</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Sophomore Year | | | |
| Mathematics | Mathematics or Introduction to Business-Information Processing (CIS 131) | Mathematics or CIS 131 | MATH 111, 241, 242, 243 beginning at appropriate level |
| Introduction to Economic Analysis: Microeconomics (EC 201) | Introduction to Economic Analysis: Macroeconomics (EC 202) | Introduction to Management Accounting (ACTG 213) | |
| Legal Environment of Business (BE 226) | Introduction to Financial Accounting I (ACTG 211) | | |
| A&L group-satisfying course | A&L group-satisfying course | A&L group-satisfying course | |
| S group-satisfying course | S group-satisfying course | S group-satisfying course | |

### Possible Journalism Majors: Bachelor of Science

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Composition I (WR 121)</td>
<td>Elective</td>
<td>College Composition II (WR 122)</td>
<td>College Algebra (MATH 111) recommended prior to EC 201</td>
</tr>
<tr>
<td>Mathematics or foreign language or both</td>
<td>Mathematics or foreign language or both</td>
<td>Mathematics or foreign language or both</td>
<td>A&amp;L cluster</td>
</tr>
<tr>
<td>Literature</td>
<td>Literature</td>
<td>Literature</td>
<td>Possible cluster. Three history courses required in journalism premajor</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
<td>History</td>
<td>Electives are for students taking either a foreign language or mathematics, not both. See Journalism section of this bulletin</td>
</tr>
<tr>
<td>Grammar for Journalists (J 101)</td>
<td>The Mass Media and Society (J 201)</td>
<td>Information Gathering (J 202)</td>
<td></td>
</tr>
</tbody>
</table>

| Sophomore Year | | | |
| Literature | Literature | Literature | Six literature courses required in journalism premajor |
| Introduction to Economic Analysis: Microeconomics (EC 201) | Introduction to Economic Analysis: Macroeconomics (EC 202) | Economics elective | Three economics courses required in journalism premajor |
| Mathematics or foreign language or both | Mathematics or foreign language or both | Mathematics or foreign language or both | May be a cluster |
| Writing for the Media (J 203) | Visual Communication for Mass Media (J 204) | Elective | |
| S group-satisfying course | S group-satisfying course | S group-satisfying course | |
## Architecture and Allied Arts: Bachelor's Degrees

The School of Architecture and Allied Arts (AAA) offers opportunities in the history, teaching, and practice of the arts as well as professional education in architecture; interior landscape architecture; and management. Each AAA department has a distinctive character. Nonmajors are encouraged to enroll in the following courses: Introduction to Visual Arts (ARCH 101), Visual Inquiry I (AAA 180), Special Studies: Introduction to Architecture (ARCH 199), History of Western Art I, II, III (ARCH 204, 205, 206), History of Indian Art (ARH 207), History of Chinese Art (ARH 208), History of Japanese Art (ARH 209), Drawing (ART 291), Basic Design (ARCH 295), Drawing and Modeling (ART 297); Ceramics (ARTC 255); Weaving (ARTF 267); Metalsmithing and Jewelry (ARTM 257); Painting (ARTP 281), Water Color (ARTP 294); Elementary Sculpture (ARTS 291); Survey of Interior Architecture (IARC 214); and Introduction to Landscape Architecture (LA 225).

All architecture and allied arts departments recommend a studio art course such as Drawing (ART 291) and at least one 200-level sequence in art history. Professional school degrees require four group-satisfying courses in each group—arts and letters (A&L), social science (SS), and science (S). The twelve total courses must include two clusters in different groups.

Depending on the major, a student may earn a bachelor of architecture, bachelor of arts, bachelor of fine arts, bachelor of interior architecture, bachelor of landscape architecture, or bachelor of science degree. Potential majors are urged to meet with an AAA faculty member for program recommendations, advising, and information about admission policies for the various professional programs. Several departments have special advising sessions each term, and all students are welcome to attend.

### Interest in Environmental Design

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Composition I (WR 121)</td>
<td>College Composition II (WR 122)</td>
<td>Elective</td>
<td>A&amp;L cluster in spatial, two-dimensional, and plastic arts</td>
</tr>
<tr>
<td>Special Studies: Introduction to Architecture (ARCH 199)</td>
<td>Introduction to Visual Arts (ARCH 101)</td>
<td>Introductions to Landscape Architecture (LA 225)</td>
<td></td>
</tr>
<tr>
<td>S or mathematics or computer science</td>
<td>Survey of Interior Architecture (IARC 204)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawing (ART 291)</td>
<td>S or mathematics or computer science</td>
<td>Elective</td>
<td>S cluster</td>
</tr>
<tr>
<td><strong>Sophomore Year</strong></td>
<td></td>
<td></td>
<td>Or other studio courses</td>
</tr>
<tr>
<td>Understanding Landscapes (LA 260)</td>
<td>United States Politics (PS 201)</td>
<td>SS cluster course</td>
<td>Architecture premajors take General Physics (PHYS 201, 202, 203)</td>
</tr>
<tr>
<td>SS cluster course</td>
<td>Water Color (ARTP 294)</td>
<td>Mathematics or foreign language</td>
<td></td>
</tr>
<tr>
<td>Mathematics or foreign language</td>
<td>Elective</td>
<td>Water Color (ARTP 294)</td>
<td>Or other fine-and-applied-arts studio courses</td>
</tr>
<tr>
<td>Water Color (ARTP 294)</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Interest in Art History

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Composition I (WR 121)</td>
<td>Elective</td>
<td>College Composition II (WR 122)</td>
<td>Sequence in ancient, medieval, modern art history</td>
</tr>
<tr>
<td>History of Western Art I (ARH 204)</td>
<td>History of Western Art II (ARH 205)</td>
<td>History of Western Art III (ARH 206)</td>
<td>French or German recommended</td>
</tr>
<tr>
<td>Foreign language</td>
<td>Foreign language</td>
<td>Foreign language</td>
<td></td>
</tr>
<tr>
<td>SS cluster course</td>
<td>SS cluster course</td>
<td>SS cluster course</td>
<td></td>
</tr>
<tr>
<td>Drawing (ART 233)</td>
<td>Basic Design (ART 116)</td>
<td>Drawing and Modeling (ART 297)</td>
<td></td>
</tr>
<tr>
<td><strong>Sophomore Year</strong></td>
<td></td>
<td></td>
<td>Possible cluster</td>
</tr>
<tr>
<td>History of Indian Art (ARH 207)</td>
<td>History of Chinese Art (ARH 208)</td>
<td></td>
<td>Or other fine-and-applied-arts studio courses</td>
</tr>
<tr>
<td>Foreign language</td>
<td>Foreign language</td>
<td>History of Japanese Art (ARH 209)</td>
<td></td>
</tr>
<tr>
<td>S course</td>
<td>S course</td>
<td>Foreign language</td>
<td></td>
</tr>
<tr>
<td>Introduction to Landscape Architecture (LA 225)</td>
<td>Survey of Interior Architecture (IARC 204)</td>
<td>S course</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Interest in Fine and Applied Arts (B.A. or B.S.)

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
<td></td>
<td></td>
<td>Students should meet with a faculty adviser at least once each term</td>
</tr>
<tr>
<td>College Composition I (WR 121)</td>
<td>College Composition II or II (WR 122 or 123)</td>
<td>Race, gender, non-European-American course</td>
<td></td>
</tr>
<tr>
<td>Foreign language or mathematics</td>
<td>Foreign language or mathematics</td>
<td>Foreign language or mathematics</td>
<td></td>
</tr>
<tr>
<td>Art foundation course</td>
<td>Art foundation course</td>
<td>Art foundation course</td>
<td></td>
</tr>
<tr>
<td>SS course</td>
<td>SS course</td>
<td>SS course</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td><strong>Sophomore Year</strong></td>
<td></td>
<td></td>
<td>Possible cluster</td>
</tr>
<tr>
<td>Art history course</td>
<td>Art history course</td>
<td>Art history course</td>
<td>Students should meet with a faculty adviser at least once each term</td>
</tr>
<tr>
<td>SS cluster course</td>
<td>SS cluster course</td>
<td>SS cluster course</td>
<td></td>
</tr>
<tr>
<td>Art foundation course</td>
<td>Studio art course</td>
<td>Studio art course</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Foreign language or elective</td>
<td>Foreign language or elective</td>
<td>Foreign language or elective</td>
<td></td>
</tr>
</tbody>
</table>

### Notes
- Students should meet with a faculty adviser at least once each term.
AMERICAN STUDIES

The American Studies Program was suspended in June 1991. The bachelor of arts (B.A.) degree and undergraduate minor programs in American studies are inactive.

Students already admitted as majors or minors must finish their American studies requirements by the conclusion of summer session 1993, when the American Studies Program will terminate.

Questions about the operation of this program should be directed to Stephen Durrant, Associate Dean, College of Arts and Sciences, University of Oregon, Eugene OR 97403.

ANTHROPOLOGY

308 Condon Hall
Telephone (503) 346-5102
Paul E. Simonds, Department Head

FACULTY


Don E. Dumond, professor (New World archaeology). B.A., 1949, New Mexico; M.A., 1957, Mexico City College; Ph.D., 1962, Oregon. (1962)


Adjunct and Courtesy


Sandra L. Morgen, courtesy associate professor (women and health care, women and work, social movements). See Sociology

UNDERGRADUATE STUDIES

Anthropology is the study of human development and diversity. It includes social or cultural anthropology, physical anthropology, and prehistory. Courses offered by the Department of Anthropology provide a broad understanding of human nature and society for students in all fields as well as integrated programs for majors in anthropology. For students interested in foreign languages and international studies, anthropology offers broad comparative perspectives on non-Western and Third World cultures.

Preparation. High school students planning to major in anthropology should take two years of high school mathematics, preferably algebra, and some work in a modern foreign language, preferably German, Russian, French, or Spanish. They should also have a sound background in English.

Students transferring with two years of college work elsewhere should come with a year's work in social sciences, preferably anthropology. An introductory biology, introductory computer science, and the equivalent of two years of college instruction in one of the foreign languages listed above are helpful.

Careers. Graduates with bachelor's degrees in anthropology can find employment in all pursuits normally open to other graduates in the various liberal arts or as teachers of social studies in secondary schools. Anthropology provides a suitable background for positions with a variety of federal, state, and local agencies, especially in the general area of social action.

Students wanting to integrate training in social and cultural factors into a professional business career should investigate the College of Business Administration 3-2 program, which combines an undergraduate departmental major in the College of Arts and Sciences with a master's degree in business administration. Early planning is essential to meet the course requirements of this combined program.
Students seeking work as professional anthropologists should plan for advanced degrees in anthropology as well. Graduates with master's degrees may find work in government, community colleges, or museums. For university teaching and research careers, a Ph.D. degree is necessary.

Bachelor's Degree Requirements
The department offers work leading to the bachelor of arts (B.A.) and the bachelor of science (B.S.). Major requirements are the same for both. Differences between the two degrees are explained under Requirements for Bachelor of Arts and Bachelor of Science in the Registration and Academic Policies section of this bulletin.

Major Requirements
1. 9 credits in introductory anthropology (100-299 level; ANTH 199 does not qualify)
2. 9 credits in physical anthropology at the 300-499 level
3. 9 credits in cultural anthropology at the 300-499 level
4. 9 credits in prehistory at the 300-499 level (ANTH 408, 446, 447, 448, 449 do not qualify)
5. Three elective courses (at least 9 credits) at the 300-499 level

Of the 45 credits required in anthropology, 36 must be graded. No more than 6 credits with the grade of D may be counted. To ensure a liberal education, the department strongly recommends that students limit their undergraduate work in anthropology to a maximum of 51 credits. Students planning to do graduate work are advised to complete two years of one or more foreign languages. Preparation in statistics and computer science is also desirable.

Sample Program
Major requirements may be met by the following schedule:

Freshman Year: Three courses in introductory anthropology, chosen from ANTH 110, 150, 170-173, 180, 211, 213, 220, 251, 271 (in any combination or order)

Sophomore Year: No prescribed anthropology courses; choose electives among ANTH 211, 213, 220, 251, 271

Junior and Senior Years: 9 credits in cultural anthropology, ANTH 301, 302, 303, or ANTH 310-321, 411-438; 9 credits in physical anthropology, chosen from ANTH 360-366, 460-469; three courses in prehistory, chosen from ANTH 341-343, 440-445 (in any combination or order); three optional courses (at least 9 credits) at the 300-499 level

Honors
Application for graduation with honors must be made through the student's departmental adviser no later than winter term of the senior year.

Approval for graduation with honors is granted to a student who
1. Maintains at least a 4.00 grade point average (GPA) in anthropology and at least a 3.50 overall GPA or
2. Maintains at least a 3.75 GPA in anthropology and at least a 3.50 overall GPA and submits an acceptable honors thesis written under the guidance of a departmental faculty member serving as thesis adviser

Minor Requirements
The minor in anthropology is intended to complement the student's major in another discipline. It can be individually tailored to student needs, in consultation with an anthropology adviser, within the following guidelines. The following credits are required:
1. 6 credits in introductory anthropology at the 100-299 level. Special Studies (ANTH 199) does not qualify
2. 18 credits in upper-division courses (300-499 level) in anthropology, physical anthropology, or sociocultural anthropology

Of the 24 credits required in anthropology, 18 must be graded; no more than 3 credits with the grade of D may be counted.

Graduate Studies
Three advanced degrees are offered in anthropology: the master of arts (M.A.), the master of science (M.S.), and the doctor of philosophy (Ph.D.). These degrees entail work in the following subfields: archaeology, cultural anthropology, anthropological linguistics, and physical anthropology. Graduate students must demonstrate competence in each of these subfields, ordinarily in work at the master's level. Consequently, the first year, and in some instances the first two years, of graduate study are devoted to achieving a broad foundation in anthropology. All graduate students in anthropology must take Comparative Research Methods (ANTH 684) during the first year of graduate study.

Master's Degree Requirements
Each master's degree requires a minimum of 45 credits of graduate work, of which at least 30 must be in anthropology, and the successful completion of special courses, or in some cases a special examination, in each of the four subfields of anthropology mentioned above. A master's degree paper is required, but a thesis is not.

To receive the M.A., the candidate must also demonstrate competence in one foreign language. There is no language requirement for the M.S., but the candidate for that degree must demonstrate proficiency in one special skill, such as statistics or computer science, approved by the department faculty.

There are no absolute requirements for admission to the master's degree program. A bachelor's degree in anthropology is helpful but by no means required. Admission is limited, however, and preference is given to applicants with good overall academic records and high Graduate Record Examinations (GRE) scores who have had at least a solid beginning in anthropology, who have had some foreign language training, and who can demonstrate evidence of a sincere interest in the field. It typically takes two years to complete the program.

Ph.D. Degree Requirements
Admission to the doctoral program is contingent on the possession of a valid master's degree in anthropology from a recognized institution or the completion of the master's core courses. Those who enter with a master's degree in another discipline, therefore, take the master's core courses early in the program.

Formal requirements of time and credit are secondary, but no candidate is recommended for the degree until the minimum Graduate School requirements for credits, residence, and study have been satisfied.

The department also requires competence in two modern foreign languages or in one language and one special skill approved by the department faculty. The student's progress is measured by performance in the core courses, course work, and research papers; a comprehensive examination covering three special fields of concentration within anthropology, and, finally, the doctoral dissertation. The dissertation should be based upon original research, which ordinarily involves field or laboratory work, and should be written in a professional and publishable style appropriate to the subfield of specialization.

For information about general requirements, see the Graduate School section of this bulletin. More information about programs in anthropology may be obtained from the department.

Anthropology Courses (ANTH)
Not all courses listed are offered each year. For specific and current information, consult the most recent UO Schedule of Classes, available at the Office of the Registrar, or inquire at the department office.

110 Introduction to Cultural Anthropology (3) Organization and functioning of society and culture. Two lectures, one discussion.
150 Introduction to Archaeology (3) Archaeological evidence for the evolution of human culture. Two lectures, one discussion.
170 Introduction to Human Evolution (3) Homo sapiens as a living organism; biological evolution and genetics, fossil hominids. Two lectures, one discussion.
171 Evolution of Monkeys and Apes (3) Evolutionary biology of the primates: the fossil record and ecology in the age of mammals, primate anatomy, locomotor feeding adaptations, taxonomic relations, and primate ethology.
172 Evolution of Human Adaptation (3) Physiological, anatomical, and behavioral adaptations of the human species and the evolutionary events that produced them.
173 Evolution of Human Sexuality (3) Includes basic genetics, physiology, and behavior. Evolution of sex, of the sexes, and of the role of sex in mammal, primate, and human behavior.
180 Introduction to Language and Culture (3) Language and culture relationships and methodology.
196 Field Studies (1–2R)
198 Laboratory Projects: [Term Subject] (1–2R)
199 Special Studies: [Term Subject] (1–3R)
200 Innovative Education: [Term Subject] (1–3R)
208 Introduction to the History of Anthropology (3) Historical development of the major anthropological theories, methods, and concepts. ANTH 180 recommended. Not offered 1992–93.
418/518 Anthropology of Religion (3) Religious and magic systems of non-Western peoples as reflections of their thought processes; supernatural systems in the life of humans. Prereq: 3 credits in cultural anthropology or instructor's consent.

419/519 Anthropology and Folklore (3) Exploration of the cultural convergences and divergences between the two disciplines, mutual topical foci, and historical connections. Emphasizes the period 1965 to present. Prereq: 3 credits in cultural anthropology or instructor's consent.

420/520 Anthropology of Art (3) Aesthetic expression among cultural groups focusing on material culture and folk art and craft; social, economic, and gender relationships emphasized. Prereq: 3 credits in cultural anthropology or instructor's consent.

421/521 Anthropology of Gender (3) Overview of the anthropology of gender as an emerging focus within anthropology: strengths, weaknesses, promises, possibilities. Prereq: sophomore standing; 9 credits in social sciences and/or humanities and/or women's studies.

422/522 Anthropology and History (3) Introduction to points of convergence between anthropology and history. Special attention paid to the frameworks already shared and issues arising from this kind of interdisciplinarity.

425/525 Topics in Pacific Ethnology: [Term Subject] (3R) General introduction to the lifestyle of the Polynesians and Micronesians and to historical and current theoretical issues. Issues-oriented articles, monographs. Prereq: upper-division or graduate standing; 9 credits in social science. R when topic changes.

426/526 Peoples of South Africa (3) United States interests in Africa; overview of African prehistory, history, geography, language, and ethnic groups. Prereq: 9 credits in social science or instructor's consent.

427/527 Peoples of Central and East Africa (3) Culture, history, and ethnology of contemporary African peoples in Central and East Africa, including Ethiopia. Prereq: 9 credits in social science or instructor's consent.

428/528 Peoples of West Africa and the Sahara (3) Societies of the Western African coast, the Sudan, and the Sahara from the 19th century to the present. Prereq: 9 credits in social science or instructor's consent.

429/529 Jewish Folklore and Ethnology (3) Traditional expressive culture of East European Jews including narrative, proverbs, jokes, folk beliefs, rituals, holidays, food, customs, music, sex roles, and immigrant folklore in the United States.

431/531 Peoples of East Asia (3) Survey of the Chinese cultural sphere, primarily the institutions of traditional China, with reference to modern developments. Prereq: 9 credits in social science or instructor's consent.

433/533 Native Central Americans (3) Contact period and contemporary ethnography of native peoples' ecological adaptation, socioeconomic organization, and culture change. Prereq: 3 credits in cultural anthropology or instructor's consent.

434/534 Native South Americans (3) Contact period and contemporary ethnography of native peoples; ecological adaptation, socioeconomic organization, and culture change. Prereq: 3 credits in cultural anthropology or instructor's consent.

435/535 Approaches to the Symbolic (3) Survey of frameworks used within and outside anthropology: structuralism, hermeneutics, symbolic interactionism and performance, cultural Marxism, and the new textualism. Prereq: junior standing; 9 credits in social science and/or humanities.

436/536 Cultures of Island Southeast Asia (3) Peoples and cultures of Indonesia, Malay, and the Philippines. Topics include precolonial state systems; colonialism; gender, kinship, and religion; local economies and industrialization.

437/537 Cultures of Mainland Southeast Asia (3) Peoples and cultures of Thailand, Burma, Vietnam, Laos, and Cambodia. Overview of precolonial state systems and impact of colonialism. Indigenous gender, kinship, religious, economic systems. Prereq: 9 credits of social science or instructor's consent.

438/538 Minority Cultures of Southeast Asia (3) Upland and minority cultures of island and mainland Southeast Asia: tribal cultures, their relations to lowland states; nationalism and the role of minority cultures. Prereq: 9 credits of social science or instructor's consent.

440/540 Topics in Old World Prehistory: [Term Subject] (3R) Archaeology of prehistoric cultures in selected regions of Africa, the Middle East, or Southeast Asia, from first evidences of human culture to the historic periods. Prereq: 3 credits in archaeology or prehistory or instructor's consent. R twice when topic changes for maximum of 9 credits.

443/543 North American Prehistory (3) Stone Age to early agricultural period. Prereq: 3 credits in prehistory or instructor's consent. Prereq: 9 credits in prehistory or instructor's consent.

444/544 Middle American Prehistory (3) Archaeology and prehistory of Mexico and Central America. Prereq: 3 credits in archaeology or prehistory or instructor's consent.

445/545 South American Prehistory (3) Survey of interdisciplinary research related to prehistoric culture in South America. Prereq: 3 credits in archaeology or prehistory or instructor's consent.

446/546 Laboratory in Archaeological Analysis (3) Research methods applied to archaeological problems. Includes dating and discovery techniques; analysis of materials, human remains, diet, and ancient technology; interdisciplinary research strategies. Prereq: 3 credits in archaeology or prehistory or instructor's consent.


448/548 Tablettop Archaeology (3) Simulated archaeological excavation, followed by preparation of descriptive and comparative reports. Prereq: 9 credits in archaeology or prehistory, instructor's consent.

449/549 Cultural Resource Management (3) Objectives, legal background, operational problems, ethical and scholarly considerations in the management of prehistoric and historic cultural resources. Prereq: graduate standing in anthropology, 9 credits of upper-division archaeology or prehistory or instructor's consent.

450/550 The Anthropology Museum (3) Introduction to the operation of anthropology and natural history museums. Organization, collection management, exhibit and public programs, funding.

460/560 Human Population Genetics (3) Theoretical and mathematical models in population genetics and their applicability to human populations. Requires the use of algebra and some differential calculus; presumes an understanding of elementary genetics. Prereq: instructor's consent.

461/561 Primate Systematics and Taxonomy (3) Development of taxonomy, methods and principles of evolutionary classification; numerical phenetics and taxonomic theory; primate and hominid classification. Prereq: ANTH 360, 361, or instructor's consent.

462/562 Paleonprimatology (3) The fossil record and theoretical implications of the Cenozoic primates with special reference to their various adaptations: locomotion, special senses, dentition. Prereq: ANTH 360 or instructor's consent.

463/563 Primate Behavior (3) Ecology and ethology of free-ranging primates. Classification, distribution, and ecological relationships of the living primates; social structure and social organization of a variety of species. Prereq: ANTH 363 or instructor's consent.

464/564 Primate Anatomy (3) Emphasis on bone-muscle relationships of the locomotor and masticatory skeleton. Comparison of living and fossil primates, including Homo sapiens. Prereq: ANTH 170, 364, or instructor's consent.

465/565 Laboratory in Primate Anatomy (2) Primate osteology and myology, dissection of specimens, individual projects. Two three-hour laboratories. Optional laboratory for students enrolled in ANTH 464/564. Prereq: instructor's consent.

466/566 Advanced Laboratory in Physical Anthropology (3-6) Techniques for the assessment and analysis of genetic, physiological, and anthropometric variability in living human populations. Registration for more than 3 credits requires instructor's consent. Pre- or coreq: ANTH 362.

467/567 Paleocoeology and Human Evolution (3) The relationship between ecology and comparative morphology as a basis for theories of hominid phylogeny; analysis of methods of paleoecological inference; current theories of hominid origins. Prereq: ANTH 361 or instructor's consent.

468/568 Race, Culture, and Sociology (3) Racial classifications and comparisons; the biological base of culture; attitudes toward race in human relations. Prereq: 9 credits in anthropology or instructor's consent.

469/569 Anthropological Perspectives of Health and Illness (3) Overview of medical
anthropology: cross-cultural theories of illness and treatment strategies, cultural roles of patient and healer, and human adaptations to disease. Prereq: ANTH 365 or instructor's consent.

503 Thesis (1-16R) P/N only

601 Research (1-16R) P/N only

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R) P/N only

605 Reading and Conference: [Term Subject] (1-16R) P/N only

606 Special Problems (1-16R)

607 Seminar: [Term Subject] (1-5R) Current topics are California Prehistory, Paleoenthropology of South Asia, Plateau Archaeology, and Spatial Archaeology.

608 Workshop: [Term Subject] (1-16R)

609 Practicum: [Term Subject] (1-16R) P/N only

610 Experimental Course: [Term Subject] (1-5R)

680 Basic Graduate Physical Anthropology (5) For graduate students with little or no background in physical anthropology. Introduction to the major subfields in physical anthropology: geochronology, primate classification, paleoanthropology, human biology and diversity, processes of evolution, and primate ethology.

681 Archaeology and Anthropology (5) Use by archaeologists of concepts drawn from anthropology; modifications and additions made necessary by the nature of archaeological data. Prereq: graduate standing in anthropology or instructor's consent.

CI 681 Anthropology and Education I (3) See Curriculum and Instruction in Teacher Education.

GEOL 681 Archaeological Geology (3) See Geological Sciences.


683 Anthropological Linguistics (5) Primarily for master's degree candidates in anthropology. Prereq: LING 421/521 or equivalent, instructor's consent.

CI 683 Anthropology and Education II: [Term Subject] (3R) See Curriculum and Instruction in Teacher Education.

684 Comparative Research Methods (4) Use of basic comparative research tools, particularly explicit inductive, deductive, and retroductive methods of statistical and conceptual analysis. Prereq: 3 credits in introductory statistics.

685 Culture, Society, and the Individual (3) Concepts of culture and society as these terms are employed by anthropologists. Relationships between culture and society, culture and the individual, and society and the individual. Prereq: graduate standing in the social sciences.

686 Sociocultural Theory (5) Cross-cultural types, culture area types, modes of thought, cultural dynamics, reality of social structure, metaanthropology.

687, 688 Social Organization (3,3) Particular emphasis on family, marriage, residence, descent systems, lineage organization, alliance, and analysis of kinship systems.

689 Contemporary Indians of the United States (3) Problems of land, economics, politics, and law; Indian health, education, and welfare; social legislation, and court decisions. Anthropologists and Indians—current studies, theoretical and applied. Prereq: graduate standing or instructor's consent.

690 Functional Anatomy (3) Comparative functional studies of primates and other animals; principles of animal mechanics. Individual research projects, two-three-hour laboratories. Prereq: ANTH 464/564 or BI 311 or 312 or instructor's consent.


693 Advanced Primate Ethology: [Term Subject] (3R) For students of primate behavior and adaptation. Emphasis on advanced work in primate studies; focus varies from term to term. Prereq: ANTH 463/563 or equivalent, instructor's consent.

694 The Beginnings of Civilization (3) The transition from food-gathering to food-producing economies and from egalitarian to state-level societies. Prereq: graduate standing in the social sciences.

695 Cultural Ecology (3) Comparative analysis of cultural responses to environmental conditions; implications for cultural evolution. Prereq: graduate standing in anthropology or instructor's consent.

696 Methods and Perspectives in Human Biology (3) Biological study of human populations from the perspective of growth and development, genetics, work capacity, climatic tolerance, nutritional and health status, and demography. Prereq: ANTH 360 or 361 or instructor's consent.

697 Ethnoarchaeology (3) Examines relationships between archaeology and ethnography to show how ethnographic data illuminate the past and how archaeologists can study material culture behavior in a living context. Prereq: instructor's consent.

ASIAN STUDIES 45

ASIAN STUDIES
110 Gerlinger Hall
Telephone (503) 346-5087
William S. Ayres, Program Chair

PROGRAM COMMITTEE
FACULTY
C. Melvin Aikens, anthropology
William S. Ayres, anthropology
Cynthia J. Brokaw, history
Kathie L. Carpenter, linguistics
Samuel K. Coleman, anthropology
Scott DeLamere, linguistics
Stephen W. Durrant, East Asian languages and literatures (Chinese)
Robert H. Felsing, library
Michael B. Fishlen, East Asian languages and literatures (Chinese)
Lawrence W. Fung, Museum of Art
Gerald W. Fry, international studies
Noriko Fujii, East Asian languages and literatures (Japanese)
Andrew E. Goble, history
Bryan Goodman, history
Esther Jacobson, art history
Hiroko C. Katsuku, East Asian languages and literatures (Japanese)
Hee-Jin Kim, religious studies
Shinobu Kitayann, psychology
Stephen W. Koji, East Asian languages and literatures (Japanese)
Richard Kraus, political science
Ellen Johnston Laing, art history
Wendy Larson, East Asian languages and literatures (Chinese)
John Lie, sociology
Nancy M. Lutz, anthropology
Glenn A. May, history
Yoko M. McClain, East Asian languages and literatures (Japanese)
Scott McGinnis, East Asian languages and literatures (Chinese)
Richard P. Suttmeier, political science
Kyoko Tokuno, religious studies
Anita Weiss, international studies
Alan S. Wolfe, East Asian languages and literatures (Japanese)

UNDERGRADUATE STUDIES
The university offers an interdisciplinary Asian Studies Program leading to the bachelor of arts (B.A.) degree. The curriculum includes courses in anthropology, art history, Chinese language and literature, economics, geography, history, Indonesian and Thai languages, international studies, Japanese language and literature, political science, religious studies, and sociology. The program is administered by the Asian Studies committee, composed of faculty members with Asian specializations and a student representative.

Preparation. Students planning a major in Asian studies should include in their high school curriculum courses on world history and culture, and they should take a foreign language—both to use in later studies and to acquire language study skills for learning an Asian language.
Transfer students planning to major in Asian studies should also try to develop backgrounds in social science and language. In particular, they should have completed as many courses as possible that are applicable to the University of Oregon’s general-education requirements for the B.A. degree.

Careers. Students who major in Asian studies often complement their course work with a year or more of residence in Asia. Or they go directly on to graduate studies. Many students double major to combine a profession with their area of expertise. Job possibilities are increasing in such fields as business, journalism, government, and education.

Major Requirements
Students majoring in Asian studies must complete three years (39 credits) of an Asian language: Chinese and Japanese are taught through the fourth year at the University of Oregon. The first two years of Indonesian and Thai are offered through the Department of Linguistics. Students should consult the linguistics department about options for completing the third year of these languages. Languages must be taken for letter grades, and no more than one D grade may be counted. Under special circumstances, students may demonstrate an equivalent competence by examination or by work in advanced language courses.

In addition, students must complete 36 credits of course work distributed as set forth below. Each student’s course distribution must significantly cover more than one Asian civilization. Thus, a student focusing on Japan must take at least 9 credits of course work about China or about Southeast Asia. Students intending to pursue graduate work in Asian studies are advised to complete requirements for a B.A. in one of the disciplines represented in the Asian studies curriculum and to fulfill the requirements for Asian studies.

Course Requirements
The 36 credits of Asian studies work should be chosen as indicated below. (The order does not reflect the sequence in which courses need to be taken.) Nine of these credits may be taken pass/no pass (P/N). One D grade is considered serious warning.

Students should consult their advisers in planning their course of study.

East Asian Studies
1. 9 credits from one of the major history sequences: East Asia in Modern Times (HIST 390, 391, 392), China (HIST 487, 488, 489), Japan (HIST 490, 491, 492)
2. 18 credits from among the following: Introduction to Japanese Society and Culture (ANTH 220), Asian Archaeology (ANTH 341), Northeast Asian Prehistory (ANTH 342), Peoples of East Asia (ANTH 431); Topics in Old World Prehistory: Chinese Archaeology (ANTH 440); History of Indian Art (ARCH 432, 433), History of the Pacific Islands (ARCH 434, 435, 436), History of Southeast Asia (ARCH 437, 438), History of Southeast Asia (ARCH 439, 440), History of Southeast Asia (ARCH 441, 442, 443), History of Southeast Asia (ARCH 444, 445), History of Southeast Asia (ARCH 446, 447, 448), History of Southeast Asia (ARCH 449, 450, 451)

East Asian Languages and Literatures
Teaching East Asian Languages and Literatures at College Level (EALL 460)
Economics. Economics of the Pacific Rim (EC 483)
History. Foundations of East Asian Civilization (HIST 290), China, Past and Present (HIST 291), Japan, Past and Present (HIST 292), Vietnam and the United States (HIST 389), Seminars: China, Japan, Vietnam (HIST 407), Thought and Society in East Asia (HIST 485, 486), The Chinese Revolution (HIST 493), Modern Southeast Asian History (HIST 495), Topics in Asian History (HIST 498)
International Studies. Seminars: South Asia: Development and Change, Development in the Muslim World (INTL 407); Women and Development in the Third World (INTL 421); The Pacific Challenge (INTL 440)
Political Science. Southeast Asia in Modern Times (PS 338), Politics of China I,II (PS 342, 343), Seminars: Challenge of Pacific Integration, Politics of Japan (PS 407), Chinese Foreign Policy (PS 459)
Religious Studies. Varieties of Eastern Meditation (REL 230), Religions of India (REL 301), Chinese Religions (REL 302), Japanese Religions (REL 303)
Sociology. Systems of War and Peace (SOC 464)
Southeast Asian Studies
The history of the program is described in the Southeast Asian Studies section of this bulletin.

An interdisciplinary faculty group with field experience in the Philippines, Thailand, Indonesia, Myanmar, Vietnam, Laos, and Malaysia has coordinated the development of the curriculum.

1. Language Requirement
The equivalent of three years of a Southeast Asian language is required for all B.A. candidates. Typically this is 39 credits of course work completed over a two- to three-year period. Languages offered at the UO are Indonesian and Thai. In consultation with a faculty adviser and with the approval of the Asian studies committee, equivalent study of other Southeast Asian languages may be approved, e.g. through the Northwest Regional Consortium for Southeast Asian Studies and through the summer language programs.

2. Basic Course Requirements (36 credits)
   a. Core-Area Courses (27 credits, including 9 credits in history and typically at least one course from each of the disciplines below)
      Anthropology. Seminar: Southeast Asia (ANTH 407); Cultures of Island Southeast Asia (ANTH 436), Cultures of Mainland Southeast Asia (ANTH 437), Minority Cultures of Southeast Asia (ANTH 438), Topics in World Prehistory: Southeast Asian Archaeology (ANTH 440)
      Art History. History of Indian Art (ARH 207)
      Geography. Geography of Asia (GEOG 203), Geography of Non-European-American Regions: Geography of East and Southeast Asia (GEOG 475)
      History. Vietnam and the United States (HIST 388), Modern Southeast Asian History (HIST 495), Topics in Asian History (HIST 498)
      International Studies. Seminars: Southeast Asian Intellectuals and Writers, Development in South and East Asia (INTL 407); Southeast Asian Political Novels and Films: Changing Images (INTL 441)
      Political Science. Southeast Asia in Modern Times (PS 338)
      Religious Studies. Varieties of Eastern Meditation (REL 230), Religions of India (REL 301), Buddhism and Asian Culture (REL 330, 331)
   b. Supplementary Courses (9 credits)
      Anthropology. Pacific Basin: Polynesia and Micronesia (ANTH 302), Pacific Basin: Melanesia and Australia (ANTH 324), Asian Archaeology (ANTH 341), Pacific Islands Archaeology (ANTH 343), Seminars: Southeast Asian Social Beliefs, Practices, and Policies; Women and Development in Southeast Asia (ANTH 343)
(ANTH 407); Topics in Pacific Ethnology (ANTH 425)

Art History. History of Chinese Art (ARH 208)

Economics. Economics of the Pacific Rim (EC 483)

International Studies. Seminars: South Asia: Development and Change, Development in the Muslim World, Southeast Asia and the Pacific (INTL 407); Women and Development in the Third World (INTL 421); The Pacific Challenge (INTL 440)

Linguistics. Analysis of Language Structure: Thai (LING 426)

Music. Seminar: Gamelan Composition (MUS 407)

Religious Studies. Chinese Religions (REL 302), Religions of the Islamic World (REL 307)

c. Second-Area Focus (at least 9 credits included in the 36-credit degree total)

A second geographical focus is required to complement the student's primary concern with Southeast Asia. This may be satisfied by taking at least 9 credits of Asian studies courses on one of the following areas: China, the Pacific Islands (see the Pacific Islands Studies section of this bulletin), South Asia, or Japan

Honors

See the Honors College section of this bulletin.

GRADUATE STUDIES

The university offers an interdisciplinary program in Asian studies leading to the master of arts (M.A.) degree. The curriculum includes courses in anthropology, art history, Chinese language and literature, history, international studies, Japanese language and literature, political science, religious studies, and sociology. The program is administered by the Asian studies committee, composed of faculty members with Asian specializations and a student representative.

There are no specific program requirements for admission beyond having a bachelor's degree in a specific departmental discipline. It is expected, however, that applicants have some undergraduate preparation in courses related to Asia. Students lacking adequate Asian language or disciplinary training must take appropriate preparatory courses without graduate credit.

Prior to registration, the Asian studies committee assigns each student an adviser to help develop an individual program. Graduate students should meet with their advisers at least once a term.

Master's Degree Requirements

Students may fulfill their degree requirements by electing either Option 1, a program with thesis, or Option 2, a program without thesis.

Students choosing Option 1 must complete 48 credits of graduate study, including 45 credits in Asia-related courses, of which 9 are thesis credits. All courses used to fulfill the 45-credit requirement in Asia-related courses must be approved by the student's adviser, in consultation with the program committee. These courses must represent at least two major Asian cultures and three academic areas and include three seminars or colloquia. D grades are not acceptable for credit in the graduate program.

Students choosing Option 2 must (a) complete 54 credits of graduate study, including 45 credits in Asia-related courses, (b) submit two substantial research papers on Asian topics developed in seminars or colloquia, and (c) pass a general Asian studies field examination.

An M.A. candidate is required to demonstrate competence in an approved Asian language equivalent to three years of college training. Languages offered at the University of Oregon include Chinese or Japanese for the East Asia concentration and Indonesian or Thai for the Southeast Asia concentration. Students should consult the Department of Linguistics about options for completing the third year of Thai or Indonesian.

Second Master's Degree

Students enrolled in graduate programs of other departments may earn a second master's degree in Asian studies. Besides satisfying the degree requirements set by their departments, such students must (1) complete 30 graduate credits in approved Asia-related courses and (2) demonstrate the language competence required for the M.A. degree in Asian studies. A thesis is required that applies the methodology of the student's discipline to an Asian subject.

The requirements for both the Asian studies and the departmental degrees must be completed at the same time. A student completing this option is granted two M.A. degrees, one in Asian studies and another in the departmental discipline.

Curriculum

Below are the courses currently approved for inclusion in the Asian studies graduate curriculum. Not all are offered every year.

In addition, the Asian studies committee, at the request of the student and upon the recommendation of the student's adviser, may approve other courses that offer the opportunity to apply a disciplinary methodology to Asian topics. For descriptions of the listed courses, please see the appropriate departmental listings in this bulletin.

East Asian Studies

Anthropology. Peoples of East Asia (ANTH 531), Cultures of Island Southeast Asia (ANTH 536), Topics in Old World Prehistory: Chinese Archaeology (ANTH 540), Topics in Old World Prehistory: Southeast Asia (ANTH 540)

Architecture. Settlement Patterns: Japanese Vernacular II (ARCH 533)

Art History. Seminars: Ch'ing Painting, Indian Art, Japanese Art, Ming Painting, Sung and Yuan Painting (ARH 507); Problems in Chinese Art (ARH 584); Japanese Prints (ARH 588)


Chinese. Fourth-Year Chinese (CHN 511, 512, 513), Advanced Chinese (CHN 531, 532, 533), Elementary Chinese (CHN 536, 537, 538), Structure of the Chinese Language (CHN 540), Teaching Chinese as a Foreign Language

I II (CHN 543, 544), Advanced Literary Chinese (CHN 546, 547, 548)

East Asian Languages and Literatures

Teaching East Asian Languages and Literatures at College Level (EALL 560)

Economics. Economics of the Pacific Rim (EC 583)

History. Seminars: China, Japan (HIST 507), Thought and Society in East Asia (HIST 585, 586), China (HIST 587, 588, 589), Japan (HIST 590, 591, 592), The Chinese Revolution (HIST 593), Topics in Asian History (HIST 598)

International Studies. Seminar: Development in the Muslim World (INTL 507); Women and Development in the Third World (INTL 521); The Pacific Challenge (INTL 540)


Political Science. Seminars: Challenge of Pacific Integration, Politics of Japan (PS 507), Politics of China II (PS 542), Chinese Foreign Policy (PS 559)

Religious Studies. Zen Buddhism (REL 530), Readings in Zen Classics (REL 531)

Sociology. Experimental Course: Contemporary Japanese Society (SOC 510), Systems of War and Peace (SOC 564)

Southeast Asian Studies

A total of 54 credits are required for the M.A. degree in Asian studies with a concentration in Southeast Asia. Of these, 45 credits must have an Asian content, and it is expected that the majority of these courses deal directly with Southeast Asia. The student is required to prepare a program of study in consultation with an Asian studies faculty adviser and have it approved by the Asian studies committee. At the end of the first year, the student should request that an Asian studies graduate committee be formed to provide guidance through the second year of study and the thesis preparation.

The language requirement is a critical part of the program and must be planned from the outset of graduate work, particularly if the student has no prior Asian-language training. Many graduate courses in addition to those listed below are available to students through the Northwest Regional Consortium for Southeast Asian Studies faculties at the University of Washington and the University of British Columbia. The M.A. candidate is required to demonstrate competence in a Southeast Asian language (usually Thai or Indonesian) equivalent to three years of college training.

Anthropology. Topics in Pacific Ethnology (ANTH 525), Peoples of East Asia (ANTH 531), Cultures of Island Southeast Asia
(ANTH 536), Topics in Old World Prehistory: Chinese Archaeology (ANTH 540), Topics in Old World Prehistory: Southeast Asia (ANTH 540), Seminar: Food and Nutrition in Southeast Asia, Southeast Asian Archaeology (ANTH 607)

Art History. Seminar: Indian Art (ARH 507)

Economics. Economics of the Pacific Rim (EC 583)

History. Thought and Society in East Asia (HIST 585, 586), The Chinese Revolution (HIST 591), Topics in Asian History (HIST 598), Seminar: Southeast Asian History (HIST 607)

International Studies. Seminars: South Asia: Development and Change, Development in the Muslim World (INTL 507), Women and Development in the Third World (INTL 521), The Pacific Challenge (INTL 540); Southeast Asian Political Novels and Films: Changing Images (INTL 541)

Linguistics. Analysis of Language Structure: Thai (LING 526)

Music. Seminar: Gamelan Composition (MUS 507)

Political Science. Politics of China I (PS 542), Chinese Foreign Policy (PS 559)

Sociology. Experimental Course: Industrial Asia (SOC 510), Systems of War and Peace (SOC 564)

AUSTRALIAN STUDIES

837 Prince Lucien Campbell Hall
Telephone (503) 346-5051 or 1-800-255-1278

Jack W. Bennett, Chair

STEERING COMMITTEE FACULTY

Jack W. Bennett, academic advising and student services
Aletta Biersack, anthropology
Frances B. Cogan, honors college
Steven Deutsch, sociology
Gerald W. Fry, international studies
Andrew E. Goble, history
Richard G. Hildreth, law
Gregory S. Hundley, management
Cheryl Kern-Smirenko, library
Kenneth B. Liberman, sociology
Glen A. Love, English
Larry L. Neal, leisure studies and services
Louis R. Osternig, exercise and movement science
John J. Stuhr, philosophy
Norman D. Sundberg, psychology
Wayne T. Westling, law

The University of Oregon does not have a formal Australian studies program. However, for twelve years, the Australian studies committee has served to focus the considerable interest among UO faculty members and students in Australia as an influential Pacific basin country.

Since a student exchange agreement was completed in 1985–86 between La Trobe University in Melbourne, Victoria, and the University of Oregon, UO students have been able to study at La Trobe. UO students may also apply to study at Curtin University in Perth, Western Australia. For more information, see the International Education and Exchange section of this bulletin.

Students in all University of Oregon overseas study programs enroll in courses with prefixes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the Special Studies section of this bulletin.

The University of Oregon Library's materials on Australia have been supplemented in recent years by several substantial gifts from the Australian government, so that resources are adequate for research in many disciplines.

In 1991–92 the UO hosted annual meetings of the Australian Studies Association of North America and the American Association for Australian Literary Studies.

During 1992–93 the University of Oregon may offer the following courses that either focus on Australia or have Australian content:

Anthropology. Ethnology of Hunters and Gatherers (ANTH 301), Ethnology of Tribal Societies (ANTH 302), Pacific Basin: Melanesia and Australia (ANTH 324)

Comparative Literature. Experimental Courses: Australian Literature, Writers of the Pacific (COLT 410/510)

English. Western American Literature (ENG 326)
In recognition of the emerging unity of the biological sciences, the Department of Biology covers all the principal areas of modern biology. Faculty members in a particular area work closely in research with each other and with students in that area. In their teaching, however, they join with colleagues from other areas to create an integrated curriculum that prepares students for later specialization.

The curriculum is designed for students entering with a high school education or transferring from a community college or university. The curriculum includes courses oriented toward a degree in biology, preprofessional courses for nonbiology majors, and courses intended to serve as important elements in a liberal education for majors in other areas. The course work for the biology major provides an exceptional foundation for students who plan to study at a graduate or professional school.

Nonmajors

The department offers a number of lower-division general-interest courses intended primarily for nonmajors. All nonmajors wanting an integrated general knowledge of biology should take BI 101–103, a cluster-satisfying survey course. This sequence is particularly recommended for students majoring in computer and information science or psychology. It can also be a starting point for students considering a minor in biology.

The department offers the following clusters for nonmajors:

1. General biology (BI 101–103)
2. Human biology (three from BI 120, 121, 122, 123, 124)
3. Explaining life's diversity (BI 130–132)
4. Habitats (BI 130 and two from BI 307, 308, 309)

The courses may be taken in any order, except for BI 101–103, which must be taken in sequence, and BI 130, which is a prerequisite for BI 307, 308, and 309. Each course not taken as part of a cluster may be used as a stand-alone group-satisfying course.

For more information on university group requirements—both stand-alone and cluster—see Group Requirements in the Registration and Academic Policies section of this bulletin.

Majors

Preparation. Modern biology is a quantitative science. Students planning to specialize in biology should include in their high school preparation as much mathematics, chemistry, and physics as possible.

Students who intend to transfer as biology majors from a community college or university should carefully plan their program of course work taken prior to transferring. Students who transfer after one year of college work should have completed a year of general chemistry with laboratory, a year of college-level mathematics, and biology course work to include the material covered in Genetics and Evolution (BI 220), the first term of the major's core curriculum. This may be accomplished with a comparable course or courses or with a year of general biology. Transfer students may be asked to demonstrate proficiency in the concepts covered in BI 220 before starting the rest of the major's core.

Students who transfer after two years need to complete the last three terms of the major's core curriculum—Molecular Biology (BI 221), Cellular Biology (BI 222), and Cellular Physiology (BI 223) and their respective laboratories—at the University of Oregon. In addition to completing the course work outlined for the first year, these students can facilitate completion of their major by taking a year of general physics for science majors, mathematics through two terms of calculus if not completed previously, and the organic chemistry required for the major.

Careers. Career opportunities exist for graduates in biology with a variety of federal, state, and local government agencies. Work can also be found in various nonprofit organizations, private industry, teaching, or self-employment. Holders of bachelor's degrees can qualify for positions involving inspection and testing, production and operation work, technical sales and service, and administrative duties in connection with the enforcement of government regulations. They may also obtain positions as laboratory technicians and participate in research. Many students use the biology major to prepare for advanced study, often in health-related fields.

Biology majors are encouraged to consult "A Guide to Career Selection and Job Finding for Biology Majors," which is on file at the Career Planning and Placement Service. Resources are also available in the Biology Undergraduate Advising Center and Student Lounge, 73 Klamath Hall; telephone (503) 346-4525.

Advising. At the biology advising center students may receive advising from trained peer advisers or from the faculty member who serves as director of undergraduate advising. Students can also receive help in planning a program of study. Records for undergraduate biology majors are kept on file in the advising center, and students may pick up new reports and transcripts at the beginning of every full term. The advising center also provides a variety of resources including a job file, a file of special study opportunities, and graduate catalogues from many schools. In the student lounge, undergraduates may relax between classes, use the resources available, meet friends, and talk with peer advisers.

Major Requirements. A major in biology leads to the bachelor of science (B.S.) or to the bachelor of arts (B.A.) in biology, the latter requiring completion of the language requirement. Twenty-four credits of biology that are applied to the major must be taken in residence at the University of Oregon. The specific courses required for a major in biology are listed below.

1. Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223) or Honors General Chemistry (CH 224H, 225H, 226H)
2. General Chemistry Laboratory (CH 227, 228, 229) or Advanced General Chemistry Laboratory (CH 237) and Quantitative Analysis (CH 238, 239)
3. Mathematics, to include Calculus II (MATH 251, 252)
4. Because of the growing interest in the use of digital computers in modern biology, at least an elementary course in computer science, such as Problem Solving in Pascal (CIS 134), is highly recommended for all biology majors
5. General Physics (PHYS 201, 202, 203)
6. Introductory Organic Chemistry (CH 331, 332)
7. Genetics and Evolution (BI 220), Molecular Biology (BI 221), Cellular Biochemistry (BI 222), Cellular Physiology (BI 223), and their respective laboratories: Genetics and Evolution Laboratory-Discussion (BI 225), Molecular Biology Laboratory (BI 226), Cellular Biochemistry Laboratory (BI 227), Cellular Physiology Laboratory (BI 228).

These courses constitute the core curriculum, which is essential to understanding modern biology regardless of a student's area of subsequent specialization.

8. Any six of the following courses: Genetics (BI 320), Cell Biology (BI 322), Developmental Biology (BI 328), Microbiology and Laboratory (BI 330, 331), Plant Diversity and Physiology (BI 340), Invertebrate Biology (BI 351), Vertebrate Biology (BI 354), Animal Physiology (BI 356), Neurobiology (BI 360), Ecology (BI 370), Evolution (BI 380). These courses are prerequisites for many specialized biology courses and may lead to particular areas of concentration.

9. Three additional terms of formal biology courses (BI 421–499) of at least 3 credits each. A substitution may be allowed for one of these courses from a list of acceptable courses that is available in the biology advising center. Other substitutions must be approved in advance by the undergraduate advising director.

Invertebrate Zoology (BI 451), taken for five credits full term at the Oregon Institute of Marine Biology, may be used either to replace Invertebrate Biology (BI 351) as one of the required 300-level courses or as one of the required 400-level courses. BI 451, taken for 8 credits during the summer session, may be used both to replace BI 351 as one of the required 300-level courses and as one of the required 400-level courses.

Animal Use in Teaching Laboratories. Students should be aware that the biology major program requires students to take courses in which they may have to perform experiments on a variety of organisms, including vertebrate animals.

Prospective biology majors who are concerned about this issue should discuss it with their advisers before beginning their biology programs. Students are also encouraged to review the syllabi for laboratory course before enrolling.

Each syllabus contains a list and brief description of the laboratory exercises for that course or sequence. Syllabi are available in the biology advising center (Room 73, Klamath Hall). Department and university policies require that the use of live vertebrate animals be minimized in teaching laboratories and be approved.
by the curriculum committee of the Department of Biology and by the Institutional Animal Care and Use Committee of the University of Oregon. In addition, some instructors may choose to provide alternative exercises for certain laboratory experiments. These alternatives are noted in the syllabi.

**Recommended Program.** The recommended program for biology majors begins with mathematics, general chemistry with laboratory, and Genetics and Evolution (Bi 220) with its laboratory (Bi 225) in the freshman year.

In the sophomore year, majors take Molecular Biology (Bi 221), Cellular Biochemistry (Bi 222), and Cellular Physiology (Bi 223) with their respective laboratories (Bi 226, 227, 228), and Introductory Organic Chemistry (CH 331, 332).

At the end of the sophomore year, each student is encouraged to discuss his or her program with a biology adviser in order to develop a program that satisfies both the interests of the student and the major requirements.

The six 300-level biology electives and General Physics (PHYS 201, 202, 203) are typically taken by majors during the junior or senior years. The three 400-level biology electives are typically taken during the senior year of the student's program.

Any course required for the biology major may be taken pass/no pass (P/N) at the student's option, within the general university required minimum of 40% graded or P* credits for the bachelor's degree. Students should exercise the P/N option sparingly or not at all if they plan to attend medical or dental school or to pursue a graduate degree in biology. Biology courses taken to meet major requirements must be passed with grades of D, F, or N unacceptable, and students with such grades should consult the head adviser to determine corrective action.

**Field Study.** Students are encouraged to consider attending sessions at either the Oregon Institute of Marine Biology (OIMB) on the coast or the Malheur Field Station in southeast Oregon to take advantage of rich opportunities for field study. Most upper-division biology courses taken at OIMB and some of those taken at Malheur may be accepted in place of certain 300-level electives or 400-level requirements. Credits earned at OIMB may be used to fulfill the requirement of 24 credits of biology taken in residence at the UO.

**Sample Program**

A sample program for the first two years of study is shown below to provide an idea of an average student course load. Individual programs may vary according to each student's placement scores, interest, and course-load capacity.

**Freshman Year** 43-46 credits

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Functions (MATH 112)</td>
<td>4</td>
</tr>
<tr>
<td>Calculus I (MATH 251, 252)</td>
<td>8</td>
</tr>
<tr>
<td>General Chemistry (CH 211, 212)</td>
<td>9-12</td>
</tr>
<tr>
<td>General Chemistry Laboratory (CH 227, 228)</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry Tutorial (CH 220) (three terms)</td>
<td>3</td>
</tr>
<tr>
<td>Genetics and Evolution (BI 220) and laboratory (BI 225)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Sophomore Year** 42-48 credits

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Organic Chemistry (CH 331, 332)</td>
<td>3</td>
</tr>
<tr>
<td>Molecular Biology (Bi 221)</td>
<td>3</td>
</tr>
<tr>
<td>Molecular Biology Laboratory (Bi 226)</td>
<td>2</td>
</tr>
<tr>
<td>Cellular Biochemistry (Bi 222)</td>
<td>3</td>
</tr>
<tr>
<td>Cellular Biochemistry Laboratory (Bi 227)</td>
<td>2</td>
</tr>
<tr>
<td>Cellular Physiology (Bi 223)</td>
<td>3</td>
</tr>
<tr>
<td>Cellular Physiology Laboratory (Bi 228)</td>
<td>2</td>
</tr>
<tr>
<td>General Physics (PHYS 201, 202, 203)</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Organic Chemistry (CH 331, 332)</td>
<td>3</td>
</tr>
<tr>
<td>Cellular Physiology Laboratory (Bi 228)</td>
<td>2</td>
</tr>
<tr>
<td>General Physics (PHYS 201, 202, 203)</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Organic Chemistry (CH 331, 332)</td>
<td>3</td>
</tr>
<tr>
<td>Cellular Physiology Laboratory (Bi 228)</td>
<td>2</td>
</tr>
<tr>
<td>General Physics (PHYS 201, 202, 203)</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Organic Chemistry (CH 331, 332)</td>
<td>3</td>
</tr>
<tr>
<td>Cellular Physiology Laboratory (Bi 228)</td>
<td>2</td>
</tr>
<tr>
<td>General Physics (PHYS 201, 202, 203)</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Organic Chemistry (CH 331, 332)</td>
<td>3</td>
</tr>
<tr>
<td>Cellular Physiology Laboratory (Bi 228)</td>
<td>2</td>
</tr>
<tr>
<td>General Physics (PHYS 201, 202, 203)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Clustering Requirement.** To satisfy the cluster requirement for graduation, students must complete a group of courses specifically designated as a cluster in each of three areas: arts and letters, social science, and science.

Students majoring in biology may meet the cluster requirement in science by taking general chemistry (CH 211, 212, 213 or CH 221, 222, 223 or CH 224H, 225H, 226H) or General Physics (PHYS 201, 202, 203), both of which are part of the major requirements for a bachelor's degree in biology. Transfer students should consult their advisers when selecting courses to meet the cluster requirements in arts and letters and in social science. For more information on university group requirements—both stand-alone and cluster—see Group Requirements in the Registration and Academic Policies section of this bulletin.

**Second Bachelor's Degree.** Students may obtain a second bachelor's degree in biology after earning a bachelor's degree in another field. These students are admitted as postbaccalaureate nongraduates. For the second degree all departmental requirements must be met, the minimum of 40 upper-division biology credits must be completed in this department after completion of work for the first degree. A minimum of 10 credits must be taken for letter grades. In addition to department requirements, university requirements must be met. For more information see Second Bachelor's Degree in the Registration and Academic Policies section of this bulletin.

**Special Opportunities for Biology Undergraduates**

Students majoring in biology may take advantage of opportunities to participate in research, attend seminars, work as a teaching assistant or a peer adviser, or participate in other related activities.

Students may arrange to conduct research under the direction of a research scientist in any of several biological fields. Credit may be earned by enrolling in BI 401, 402, or 408. For more information, consult individual faculty members in the department.

Students are invited to attend seminars that feature visiting as well as local scientists. Information about seminars is posted on the department's bulletin boards.

Students majoring in biology may assist in teaching laboratory sections of some biology courses. Applications may be filed with the department for the limited number of assistantships available.

Students are encouraged to express ideas and offer suggestions regarding curriculum and student relations directly to the chair of the department's curriculum committee, the director of advising in the biology advising center, or the head of the department. Undergraduate majors in biology are represented on commit-
ties whose work directly affects the undergraduate major program. Students interested in working on such committees should make their interest known to the department head. Students enrolled in many biology courses are asked to evaluate them and their instructors near the end of the term. Information thus collected is made available to instructors soon after the end of the term and placed on file for possible use in future promotion and tenure deliberations. Students may view evaluation results in Reserve and Current Periodicals at the Knight Library and in the Office of Academic Advising and Student Services.

Minor Requirements

The minor program in biology:
1. Requires at least 24 biology credits, of which 15 must be upper division.
2. Requires a minimum of 15 biology credits taken in residence at the University of Oregon.
3. Is designed by the student in consultation with advisers in the biology advising center.
4. Is recorded and filed in the department office.

All courses applied toward the minor must be passed with grades of C- or P or better.

Students completing the minor program in biology are required to provide the department office with a copy of a transcript showing any transferred courses being applied to the minor.

GRADUATE STUDIES

The department offers graduate work leading to the doctor of philosophy (Ph.D.) degree and to the degrees of master of arts (M.A.) and master of science (M.S.). Candidates for graduate degrees are expected to meet the equivalent of the university undergraduate major requirements before advancement to candidacy for the higher degree.

Graduate studies are concentrated in three areas of biology: molecular, cellular, and genetic biology; neuroscience and development; and ecology, evolution, and marine biology. Detailed information about the graduate program, current research interests of the faculty, and physical facilities is available in the biology department office. Brochures describing the graduate program are available from the Graduate Secretary, Department of Biology, University of Oregon, Eugene OR 97403.

The primary emphasis of graduate study is the Ph.D. program. During the first year, students take courses in their area of interest and participate in a laboratory rotation program. The rotations provide direct exposure to research activities in three different laboratories and are therefore invaluable in choosing a laboratory in which to carry out dissertation research. After the first year in the program, students devote nearly all their efforts to research. These activities culminate in the public defense of a dissertation.

It is also possible to obtain a master of science degree. Two tracks lead to the master's degree. One requires a minimum of 60 credits of course work and the preparation of a critical essay. The second track requires 45 credits of course work and the completion of a research project that is presented as a thesis. Both tracks typically require two years for completion.

The master's degree program focuses primarily on ecology and evolution. Environmental studies are particularly suitable in Oregon because of the wide range of relatively undisturbed habitats, including coniferous forests, high deserts, estuarine sloughs, soft-water and saline lakes, and hot springs. This program provides training for a career in environmental biology or serves as preparation for additional graduate work in biology or applied science. Breadth of knowledge in ecology and evolution is emphasized. A two-year program with most terms spent at the Oregon Institute of Marine Biology is also available.

While formal master's programs are not offered in the other two areas of departmental specialization—molecular, genetic, and cellular biology; and neuroscience and development—occasionally students are accepted to obtain a master's degree focused in one of these areas. An accelerated master's degree program is available for University of Oregon undergraduate students wanting to complete a master's degree in the year following graduation. For information, see the Department of Biology Undergraduate Program section above.

Interdisciplinary programs, involving the biology and chemistry departments and the Institute of Molecular Biology, are offered in cell biology and molecular biology. In neurobiology, programs are also available in conjunction with the Institute of Neuroscience and the psychology and chemistry departments.

Admission

Requirements for admission to the graduate program include:
1. A completed application for admission form
2. Three letters of recommendation
3. Transcripts of all college work
4. Scores on the Graduate Record Examinations
5. TOEFL scores for international students
6. Application and reference forms and additional information may be obtained from the biology department office. Completed application forms, copies of college transcripts, and letters of reference should be sent to the department in care of the graduate secretary. Official transcripts of all college work must be sent directly to the Office of Admissions.

Deadline for applications is February 1.

Institute of Molecular Biology

Programs of research and research instruction are available through the Institute of Molecular Biology. For more information, see Institute of Molecular Biology in the Research Institutes section of this bulletin, or send inquiries to the director of the institute.

Institute of Neuroscience

Neuroscientists in the biology, chemistry, exercise and movement science, and psychology departments have formed an interdisciplinary institute in the neurosciences. The program focuses on experimental neuroscience with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. A coordinated graduate-degree program of instruction and research is available to students through any of the participating departments. For more information see the Research Institutes section of this bulletin.

Ecology and Evolution

The program in ecology and evolution is particularly strong in the areas of population biology and evolutionary genetics. Active research programs emphasize behavioral ecology, life history evolution, photoperiodism and seasonal development, ecological genetics, plant-insect interactions, and conservation, evolution of multigene families, theoretical ecology, sexual selection, microbial ecology and evolution, bryology, and paleoecology.

Most laboratories use several approaches to answer a variety of questions and capitalize on the wealth of habitats near the Eugene campus.

Plant Biology Greenhouses

Three greenhouses, with a total space of about 7,000 square feet, contain the plant biology teaching collection and faculty and student research plants.

Oregon Institute of Marine Biology

Undergraduate and graduate courses, research, and research instruction are offered at the Oregon Institute of Marine Biology (OIMB), a part of the university located at the coast in Charleston on Coos Bay. Course work taken at OIMB earns UO resident credit.

The institute offers a full program of summer study. Summer faculty members include visiting biologists from around the country as well as faculty members from the Eugene campus and institute personnel. Students and faculty members reside on the institute grounds in Charleston. The marine station is ideally situated for the study of marine organisms.

In the fall term a coordinated biology program is offered for undergraduate biology majors and graduate students. Along with the availability of such courses as Invertebrate Biology (BI 351), Vertebrate Biology (BI 354), Algae and Photosynthetic Bacteria (BI 431/531), and Marine Biology: Biological Oceanography (BI 457/557), there are opportunities to carry out research projects in these areas. A full seminar program on a variety of topics is also arranged.

In the spring term, the institute offers undergraduate an interdisciplinary program, People and the Oregon Coast, which coordinates the specialized knowledge of biology, sociology, geography, landscape architecture, and urban planning. The combination of lectures and field study uses the Coos Bay region as a natural laboratory.

A graduate degree program coordinated with the biology department in Eugene is available all year.

Detailed information and applications may be obtained from the Department of Biology on the Eugene campus or from the Director, Oregon Institute of Marine Biology, Charleston OR 97420. See also the Research Institutes section of this bulletin.

Malheur Field Station

The University of Oregon is also a member of the Malheur Field Station consortium. Located in southeastern Oregon in the heart of the Great Basin desert, the field station provides
an excellent opportunity for students to study a variety of terrestrial and aquatic systems. Credits earned in courses at the field station may be transferred to the UO and included in the total credits required for a University of Oregon degree. Detailed course information and applications may be obtained from the biology advising center.

**Interdisciplinary Program in Environmental Studies**

An interdisciplinary master's degree focusing on environmental studies is offered through an individualized program of the Graduate Studies Program. Graduate courses in geography, planning, public policy and management; biology; economics; and other disciplines comprise the program.

Address inquiries to Director, Environmental Studies Program, 104 Condon Hall, University of Oregon, Eugene OR 97403. See also Individualized Program: Environmental Studies, in the Graduate School section of this bulletin.

**BIOLOGY COURSES (BI)**

The lower-division courses in biology are designed primarily to meet general liberal arts requirements in science. Many courses in this group (BI 101–309) have no prerequisites. Detailed course descriptions are available in the biology advising center. An extra fee may be charged for courses in which field trips are mandatory.

**101 General Biology I: Cells** (3) A survey for nonmajors. Integrated investigation of the living world; how cells carry out functions of living organisms work. How genes work. Concurrent BI 111 recommended. Not open to students with credit for BI 221.

**102 General Biology II: Organisms** (3) A survey for nonmajors. How activities of different cells are integrated to produce a functioning organism. Development, physiology, and human genetics. Prereq: BI 101 or equivalent. Concurrent BI 112 recommended. Not open to students with credit for BI 222.

**103 General Biology III: Populations** (3) A survey for nonmajors. How organisms interact with their environments and with each other; ecology, evolution, and behavior. Prereq: BI 101, 102 or equivalents. Concurrent BI 113 recommended.

**111, 112, 113 General Biology I,II,III:** Laboratory-Discussion (1,1,1) Promotes a thorough understanding of biological principles. Recommended to accompany BI 101, 102, 103.

**120 Reproduction and Development** (4) Intended to help nonscientists understand biomedical information encountered in daily life. Human reproduction and development in the light of modern scientific experience.

**121 Introduction to Human Physiology** (4) Study of normal body function at the organ level, emphasizing basic physiological principles. No chemistry background required.

**122 Human Genetics** (3) Basic concepts of genetics as they relate to humans. Blood groups, transplantation and immune reaction, prenatal effects, the biology of twinning, selection in humans, and sociological implications.

**123 Biology of Cancer** (3) For nonmajors. Comparison of cancer cells with normal cells; causes of cancer, including viral and environmental factors; and biological basis of therapy.

**124 Global Ecology** (3) Ecological analysis of human adaptation; factors leading to environmental degradation and possibilities for achieving balance in the ecosphere.

**130 Introduction to Ecology** (3) Ecology for nonbiologists. The concept of an ecosystem; organismal energetics; biogeochemical cycles; succession; population growth; species interactions, species diversity; implications for human ecosystems.

**131 Introduction to Evolution** (4) Darwinian evolution; examples from modern ecology, population genetics, the fossil record. Mechanisms of evolution, speciation, and extinction.

**132 Animal Behavior** (3) Animal behavior, its evolutionary origins, and its neural mechanisms. Readings and films illustrate the adaptive nature of orientation, navigation, communication, and social behavior.

**156 Natural History of Birds** (4) Study of birds as unique members of living communities; includes common bird types, structural, function, behavior, ecological relationships, evolution, and identification through observation of wild birds.

**196 Field Studies** (1–2R)

198 Laboratory Projects: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R) Topics include Introduction to Allied Medical Careers, Medical Terminology.

**200 Innovative Education: [Term Subject]** (1–2R) P/N only

**210 Biology Tutorial** (1R) Clarifies and explores more deeply the ideas and arguments from lectures and readings in BI 221, 222, 223. Coreq: BI 221, 222, 223.

**220 Genetics and Evolution** (3) Introduction to genetics and evolution including cell theory, Mendelian genetics, mitosis, meiosis, evolution, and classification. Concurrent BI 225 recommended.

**221 Molecular Biology** (3) Fundamental biological processes of reproduction and variation at the molecular level. Structure of genic material, gene duplication, mutation, recombination; relationships between genes and proteins. Prereq: grades of mid-C or better in BI 220 and general chemistry; pre- or coreq: CH 331.

**222 Cellular Biochemistry** (3) Ways cells supply themselves with energy; chemical principles underlying the structure and behavior of proteins especially their role as enzymes. Prereq: grades of mid-C or better in BI 221.

**223 Cellular Physiology** (3) Cellular organization; relationships with the environment, including permeability, osmosis, active and passive ion movement; electrical properties of membranes; communication between cells; motility; homeostasis; and organismal development. Prereq: grades of mid-C or better in BI 222.

**225 Genetics and Evolution Laboratory-Discussion** (1) Explores concepts discussed in BI 220. Recommended to accompany BI 220.

**226 Molecular Biology Laboratory** (2) Illustrates principles discussed in BI 221.

**227 Cellular Biochemistry Laboratory** (2) Illustrates principles discussed in BI 222.

**228 Cellular Physiology Laboratory** (2) Illustrates principles discussed in BI 223.

**230 Microbiology** (3) Biology of bacteria: photosynthetic, heterotrophic, and others. Cell structure and function, metabolism including anaerobic and O₂-producing photosynthesis, nitrogen fixation, species interactions, most 300-level courses have specific prerequisites. Some are designed for nonmajors. An extra fee may be charged for courses in which field trips are mandatory.

**307 Forest Biology** (4) Structure and function of forested ecosystems emphasizing the Pacific Northwest. Interactions among trees, microorganisms, and animals; disturbance and recovery; forest management. Prereq: BI 103 or instructor's consent.

**308 Freshwater Biology** (4) Environments of lakes and streams. Effects of physical and chemical factors on organisms, biological interactions, nutrient cycles, results of human activities. Prereq: BI 103 or instructor's consent.

**309 Marine Biology** (4) Introduction to morphology, physiology, and ecology of marine plants and animals. Live organisms are studied in laboratories. Field trip to the rocky intertidal environment required. Prereq: BI 103 or instructor's consent.

**311 Human Anatomy I: Bones, Muscles, Nerves** (3) Gross human anatomy; the skeletal, muscular, and neural systems.

**312 Human Anatomy II: Systems of the Body** (3) The circulatory, respiratory, digestive, and urogenital systems. Prereq: BI 311.

**313 Human Physiology I: Nerve, Muscle, Senses** (3) Physiological principles as they operate in normal function. Neuronal resting and action potentials, muscle contraction, synaptic transmission, sensory transduction, special senses, neural reflexes, and central processing of information. Prereq: BI 103, or one year of college chemistry and one year of college biology.


**315 Bacteriology** (5) Basic principles of bacterial physiology; role of bacteria and other microorganisms in transformations of organic matter; public health aspects; principles of epidemiology, chemotherapy, and immunology. Prereq: general biology, general chemistry. Offered only during summer session.

**320 Genetics** (4) Molecular mechanisms regulating control of gene expression. Topics include chromosome structure, transcription and processing of RNA, control of transcription, translational control and genetic rearrangement. Prereq: BI 222 or instructor's consent.

**322 Cell Biology** (4) Chromatin structure, organelle biogenesis, protein synthesis and targeting, secretion and endocytosis, cell surface receptors, cytokskeleton and motility, and extracellular matrix. Prereq: BI 223 or instructor's consent.

**328 Developmental Biology** (4) Topics include genetic regulation, nucleocytoplasmic interactions, organogenesis, morphogenesis, pattern formation, cell differentiation, and neoplasia. Prereq: BI 223 or instructor's consent.

**330 Microbiology** (3) Biology of bacteria: photosynthetic, heterotrophic, and others. Cell structure and function, metabolism including anaerobic and O₂-producing photosynthesis, nitrogen fixation, species interactions,
and role in major geochronal cycles. Prereq: BI 223 or instructor's consent.

331 Microbiology Laboratory (2) Microbial diversity through laboratory projects involving enrichments, culture isolations, and partial characterizations. One scheduled laboratory per week; additional unscheduled time required. Co- or prereq: BI 330 or instructor's consent.

340 Plant Diversity and Physiology (4) Structure, development, and physiology of the important plant divisions including adaptations essential for colonization and survival in various aquatic and terrestrial environments. Prereq: BI 222 or instructor's consent.

351 Invertebrate Biology (4) Representative invertebrate groups, with emphasis on marine forms, morphology, systematics, life history, and ecology. Prereq: BI 223 or instructor's consent. Students cannot receive credit for both BI 351 and 451.

354 Vertebrate Biology (4) Comparative anatomy, development, and evolution of different organ systems of vertebrates and their adaptations to various environmental demands. Elements of physiology, behavior, and natural history. Prereq: BI 223 or instructor's consent.

356 Animal Physiology (4) Neurophysiology, endocrinology, muscle contraction, and homeostatic mechanisms of circulation, respiration, metabolism, ionic regulation, and excretion in mammals, comparison with those in other animals. Prereq: BI 223 or instructor's consent.

360 Neurobiology (4) Function of the nervous system from the single neuron to complex neural networks. Topics range from molecular and cellular neurobiological mechanisms to systems and behavioral analyses. Prereq: BI 223 or instructor's consent.

370 Ecology (4) The relationship of organisms to their environment in space and time. Factors controlling the distribution and abundance of organisms, introductions to community systems, and paleoecology. Prereq: BI 223 or instructor's consent. Calculus recommended.

380 Evolution (4) Origin and maintenance of genetic variability. Historical and geographic patterns of variation. Application of population genetics to understanding evolutionary processes; modes of speciation. Prereq: college algebra and BI 221, or instructor's consent.

399 Special Studies: [Term Subject] (1–4R) R when topic changes. The following 400-level courses are primarily for undergraduate majors in biology. An extra fee may be charged for courses in which field trips are mandatory.

400 Innovative Education: [Term Subject] (1–3R) P/N only

401 Research (1–16R) P/N only

402 Supervised College Teaching (1–6R) P/N only. R for maximum of 9 credits.

403 Thesis (1–16R) P/N only

405 Reading and Conference: [Term Subject] (1–16R) P/N only

406 Field Studies (1–16R)

407/507 Seminar: [Term Subject] (1–2R) P/N only. Topics vary from year to year.

408/508 Laboratory Projects (1–16R) Special laboratory training in research methods. A fee may be charged for supplies and materials that become the property of the student.

409 Practicum: [Term Subject] (1–3R) P/N only

410/510 Experimental Course: [Term Subject] (1–16R) Topics vary from year to year.

412/512 Marine Field Studies: [Term Subject] (4–8R) Variable topics include field studies of marine organisms, marine biology, and coastal ecosystems. Prereq: instructor's consent. Offered at Oregon Institute of Marine Biology. R when topic changes.

415/515 Techniques in Histology (4) Fixation, dehydration, embedding, sectioning, and staining methods. Chromosome techniques, autoradiography, cyto- and histochemistry. Prereq: instructor's consent.

416/516 Techniques in Light Microscopy (4) Light microscopy including bright field optics, dark field, polarization, phase and differential interference contrast; principles and practices of scientific photography, photomicrography, and photomicrography. Prereq: instructor's consent.

417/517 Techniques in Electron Microscopy (5) Techniques in biological electron microscopy, including fixation, embedding, thin sectioning, positive and negative staining, shadowing, and microscope operation. Emphasis on transmission electron microscopy. Prereq: instructor's consent.


424/524 Advanced Molecular Genetics (3) Topics may include growth, mutation, recombination, regulation of macromolecular synthesis, and chromosome structure and function in phage, bacteria, and eukaryotes. Prereq: BI 320 or instructor's consent.

425/525 Genetic Mechanisms of Evolution: [Term Subject] (3R) Molecular mechanisms of reproduction and mutation in the broad sense and the roles they play in evolution. Interpretation of evolutionary processes from molecular data. Prereq: BI 320 or instructor's consent. R when topic changes. Offered alternate years; not offered 1992–93.

426/526 Plant Molecular Biology (3) Molecular constituents and mechanisms in plant cells. Topics include biochemistry of plant cell components and nuclear-molecular inter-relation, and molecular biology of plant diseases. Prereq: BI 340 or instructor's consent. Offered alternate years; not offered 1992–93.

427/527 Plant Molecular Biology Laboratory (2) Laboratory analysis of the experimental foundations for plant molecular biology. Prereq coreq: BI 426/526.

428/528 Developmental Genetics (3) Genetic regulation of development, including investigations of molecular mechanisms and studies of developmental mutants. Topics include molecular biology of eukaryotic chromosomes, genetic analysis, and models of gene regulation. Prereq: BI 223 or 328 or instructor's consent.


432/532 Mycology (5) Physiology, ecology, structure, and classification of fungi; emphasis on structural and physiological adaptations to saprophytic, parasitic, and symbiotic modes of existence. Prereq: BI 223 or instructor's consent. Offered alternate years; not offered 1992–93.


446/546 Plant Physiology and Development Laboratory (2) Experience in analysis of basic physiological processes of plant function. Prereq coreq: BI 444/544.

448/548 Field Botany (4) Field study and identification of the higher plant flora of Northwest Oregon. Recognition of principal families and of diverse plant communities; utilization of materials for laboratory teaching. Prereq: one year of biology or instructor's consent. Offered summer session only.

451/551 Invertebrate Zoology (5–8) Representative invertebrate groups with emphasis on marine forms; morphology, systematics, life history, and ecology. Prereq: instructor's consent. Students cannot receive credit for both BI 351 and 451. Offered at Oregon Institute of Marine Biology.

452/552 Arthropod Biology (4) Anatomy, physiology, and behavior of insects. Insect societies. Laboratory work. Prereq: BI 223.

455/555 Marine Birds and Mammals (4–6) Principles of morphology, physiology, evolution, life history, and systematics as demonstrated through study of birds and mammals of the Oregon coast. Comparison of the fauna from the open sea to coastal waters. Prereq: instructor's consent. Offered at Oregon Institute of Marine Biology.

456/556 Comparative Physiology (5–8) Respiration, osmoregulation and excretion, nerve and muscle physiology of major animal groups. Prereq: BI 223 and CH 331, or instructor's consent. Offered at Oregon Institute of Marine Biology.

457/557 Marine Biology: [Term Subject] (4–8R) Content varies. Topics include biological oceanography, plankton studies, biology of fishes, and other subjects related to marine biology. Prereq: instructor's consent. Offered at
459/559 Field Ornithology (4) Natural history and identification of birds. Fieldwork emphasizing adaptation, behavior, breeding, distribution, migration, and ecology. Of special value to teachers. Offered summer session only.

461/561 Systems Neuroscience (3) Principles of organization of nervous systems with emphasis on vertebrate brain and spinal cord. Functional implications of synaptic organization and pattern of projections, and comparative aspects. Prereq: BI 360 or instructor's consent.

462/562 Systems Neuroscience Laboratory (3) Practical experience in selective staining and tracing methods for neurons, gross anatomy, dissection, and microscopic study of representative vertebrate nervous systems. Pre- or coreq: BI 461/561 or instructor's consent. CH 461/561, 462/562, 463/563 Biochemistry (4,4,4S) See Chemistry.

463/563 Cellular Neuroscience (3) Physiology of excitation, conduction, and synaptic transmission. Prereq: BI 360 or instructor's consent.

464/564 Cellular Neuroscience Laboratory (3) Stimulation and recording of electrical activity in nerves and muscles. Intracellular and extracellular potentials, synaptic transmission, muscle contraction, and sensory systems. Pre- or coreq: BI 463/563.

466/566 Developmental Neurobiology (3) Mechanisms underlying development of the nervous system. The genesis of nerve cells; differentiation of neurons; synaptogenesis and neuronal specificity; plasticity, regeneration, and degeneration of nervous tissue. Prereq: BI 328 and 356, or instructor's consent.

467/567 Hormones and the Nervous System (3) Effects of hormones on neuronal structure and function in vertebrates and invertebrates, particularly during development and metamorphosis. Relationship between neural and behavioral changes. Prereq: BI 360 or instructor's consent. Offered alternate years; not offered 1992-93.

CH 467/567 Biochemistry Laboratory (4) See Chemistry.

468/568 Neuroethology (3) The neural mechanisms of naturally occurring behaviors such as echo location, bird song, navigation, and electrorreception. Prereq: BI 360 or instructor's consent. Offered alternate years; not offered 1992-93.

469/569 Neurochemistry (3) Biochemistry of the nervous system; synaptic chemistry; identification of neurotransmitters; metabolism, storage, release of known transmitters; postsynaptic events; correlation of chemical events with neuroanatomy and physiology. Prereq: CH 461, 462 and BI 463, or equivalents, or instructor's consent.

471/571 Population Ecology (4) Growth, structure, and regulation of natural populations; demographic analysis; theory and measurement of community structure, diversity, and stability. Prereq: BI 370 or instructor's consent.


473/573 Quantitative Ecology (4) Quantitative methods applied to field analyses of pattern, dominance, community structure, and interactions. Pre- or coreq: BI 370 or instructor's consent.

474/574 Marine Ecology (5-8) Factors that influence the distribution, abundance, and diversity of marine organisms. Field emphasis on local intertidal and shallow-water communities. Prereq: BI 370 or instructor's consent; statistics and calculus desirable. Offered at Oregon Institute of Marine Biology.


477/577 Microbial Ecology (3) Survey of microorganisms; evolution and structure of microbial communities in relation to habitats; biogeochemical cycling; interaction among microorganisms and multicellular eukaryotes; biotechnology. Emphasis on terrestrial ecosystems. Prereq: BI 330 or 370 or instructor's consent.

478/578 Microbial Ecology Laboratory (2) Content varies from term to term. Coreq: BI 477/577.


481/581 Quantitative Genetics (4) Evidence and theory bearing on mechanisms of evolution; population and quantitative genetics; maintenance of genetic variation; molecular evolution; speciation; levels of selection; macroevolution. Prereq: BI 380 or equivalent or instructor's consent. Offered 1992-93 and alternate years.

482/582 Advanced Evolutionary Biology (4) Natural selection, levels of selection, life history evolution, coevolution, speciation, macroevolution, and phylogenetic inference. Prereq: BI 380 or instructor's consent. Offered alternate years; not offered 1992-93.

483/583 Conservation Biology (4) Ecological and genetic principles relevant to the conservation of biological diversity; preservation of wild and captive populations of endangered species; habitat preservation and global ecosystem dynamics. Prereq: BI 370 or instructor's consent. Offered 1992-93 and alternate years.

484/584 Molecular Evolution (3) General description of patterns of molecular variation within and between species, underlying mechanisms, and methods of analysis. Prereq: BI 320.

485/585 Paleobiology and Paleoecology (3) Paleoecology (historical ecology) of nonmarine organisms with emphasis on the Cenozoic. Survey of the principal approaches and organisms available to the nonmarine paleoecologist. Topics vary from year to year. Prereq: BI 370 or instructor's consent. Offered 1992-93 and alternate years.

487/587 Biological Clocks (3) Physiology of circadian rhythms. Biochemical, cellular, endocrine, and neural components are treated. How clocks are used by living things (e.g., photoperiod, oriented migration, and annual cyclicity). Prereq: BI 223 or instructor's consent.

489/589 Modeling and Simulation in Biology (4) Formulation, construction, testing, interpretation, and evaluation of biological models. Computer simulation modeling using the Pascal language. Prereq: calculus, BI 223, CIS 134 or equivalent.


503 Thesis (1-16R) P/N only

601 Research (1-16R) P/N only

602 Supervised College Teaching (1-5R) P/N only

603 Dissertation (1-16R) P/N only

605 Reading and Conference: [Term Subject] (1-16R) P/N only

606 Field Studies (1-16R)

607 Seminar: [Term Subject] (1-3R) P/N only. Topics may include neurobiology, developmental biology, ecology colloquium, genetics, molecular biology, and neuroscience.

608 Special Topics: [Term Subject] (1-5R) Lecture course devoted to advanced topics. Topics reflect the instructor's current research interests.

609 Practicum: [Term Subject] (1-3R) P/N only

610 Experimental Course: [Term Subject] (1-5R)
CANADIAN STUDIES
103 Hendricks Hall
Telephone (503) 346-3817
Bryan T. Downes, Committee Chair

STEERING COMMITTEE
John H. Baldwin, planning, public policy and management
David M. Barber, library
Doug Blandy, art education
Sue Ann Donaldson, landscape architecture
Bryan T. Downes, planning, public policy and management
Gerald W. Fry, international studies
Paul Goldman, educational policy and management
Steven Hecker, labor education and research
Jon L. Jacobson, law
Ronald W. Kellett, architecture
Larry L. Neal, leisure studies and services
John R. Shepherd, speech
Ronald E. Sherriffs, journalism
Everett G. Smith, Jr., geography
Janet Wasko, journalism

The University of Oregon does not have a formal department of Canadian studies. However, the Canadian studies committee seeks to integrate existing instructional and research activities on Canada and Canadian-United States relations and to stimulate research and course work in these areas. Through the auspices of the Canadian Publishing Centre, the University of Oregon Library is a selected repository for Canadian federal documents.

Grant programs, available through the Academic Relations Division of the Canadian Embassy to support new-course development, faculty and doctoral research, conferences, and outreach programs, have provided funds for a number of university faculty members and graduate students. The purpose of Canadian studies courses is to enhance American students' understanding of Canada's economy, politics, culture, and social system as well as the strong ties that exist between the United States and Canada. Among courses that may be offered at the university 1992-93 are the following:

Anthropology. Ethnology of Hunters and Gatherers (ANTH 301)

Educational Policy and Management. Seminar: Education and Canadian Society (EDPM 407)

English. Experimental Course: Canadian Literature (ENG 410)

Geography. Urban Geography (GEOG 442), Geography of European-American Regions: Canada (GEOG 470)

History. Canada (HIST 364)

International Studies. Seminar: Canadian International Development Assistance (INTL 407)

Landscape Architecture. North American Landscapes (LA 487)

Leisure Studies and Services. Seminar: Canada: Perspectives in Leisure (LSS 407), Leisure in the Pacific Rim (LSS 460)


The courses listed above focus specifically on Canada and United States-Canadian issues. A number of other courses with content on Canada are offered by a variety of departments. For more information on these courses, consult the committee chair.

CHEMISTRY
91 Klamath Hall
Telephone (503) 346-4601
David R. Herrick, Department Head

FACULTY
Ralph J. Barnhard, senior instructor; assistant department head. B.S., 1959, Otterbein; M.S., 1965, Oregon. (1966)


O. Hayes Griffith, professor (physical, biophysical). A.B., 1960, California, Riverside; Ph.D., 1964, California Institute of Technology. (1965)


Geraldine L. Klemm, professor (physical). B.S., 1941, Illinois; M.S., 1945, Ph.D., 1945, Michigan. (1952)


Geraldine L. Rodriguez, professor (physical); director, Chemical Physics Institute. B.S., 1975, Kansas State; Ph.D., 1980, California, Berkeley. (1985)
of Arts and Sciences. Chemistry course work is an integral part of the liberal education offered by the College.

The Department of Chemistry enjoys a strong reputation nationally. The National Academy of Sciences has recognized four current faculty members by electing them to membership. The Department typically enrolls twenty to thirty undergraduates each term in Research (CH 401).

Advanced Electives (three courses) 9-14 credits

Research (CH 401) .......................................................... minimum of 6

Introduction to Numerical Computation with FORTRAN (CIS 133) or Problem Solving in Pascal (CIS 134) ........................... 6

1. Introduction to Numerical Computation with FORTRAN (CIS 133) or Problem Solving in Pascal (CIS 134) ........................... 6

Quantum Chemistry (CH 441) .......................................... 3

Chemical Thermodynamics (CH 444) .................................. 3

Statistical Mechanics (CH 445) ............................................. 3

Chemical Kinetics (CH 446) .................................................. 3

Biochemistry (CH 461, 462, 463) ..................................... 12

Research Instruments (CH 470) ....................................... minimum of 4

Introduction to Geochemistry (GEOL 470) or Thermodynamic Geochemistry (GEOL 471) or Aqueous Geochemistry (GEOL 472) or Isotope Geochemistry (GEOL 473) .................................................. 3-4

Recommended but not required.

Sample Program for Majors

Freshman Year 45-52 credits

Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223) or Honors General Chemistry (CH 224H, 225H, 226H) and (CH 220) ........................... 9-12

General Chemistry Laboratory (CH 227, 228, 229) or Advanced General Chemistry Laboratory (CH 237) ........................... 6-9

Calculus I, II, III (MATH 251, 252, 253) .......................... 12

College Composition I, II or WR 121, WR 122 or 123) ....................... 6

Electives ................................................................. 9

Introduction to Numerical Computation with FORTRAN (CIS 133) or Problem Solving in Pascal (CIS 134) or elective .................................................. 3-4

Sophomore Year 43-46 credits

Organic Chemistry (CH 334, 335, 336) .................................. 9

Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339) ................................................................. 7

General Physics (PHYS 201, 202, 203) or General Physics with Calculus (PHYS 211, 212, 213) ............................................ 12

Physical Chemistry Laboratory (CH 417, 418, 419) .................. 12

Electives ................................................................. 9-12

Junior Year 40-43 credits

Physical Chemistry (CH 411, 412, 413) .............................. 12

Physical Chemistry Laboratory (CH 417, 418, 419) .................. 12

Electives ................................................................. 9-12

Senior Year 37-44 credits

Advanced Electives (three courses) ................................... 9-12

Research (CH 401) .......................................................... minimum of 6

Electives ................................................................. 4-5

Written research report required.
Requirements for Degree with American Chemical Society Certification

The department offers a curriculum for majors that is certified by the American Chemical Society. Upon notification by the Department of Chemistry, the society issues a certificate recognizing the academic achievement of the student.

Major Requirements 81–84 credits
Honors General Chemistry (CH 224H, 225H, 226H) and tutorial (CH 220H) ............... 12
Advanced General Chemistry Laboratory (CH 237) ................................................. 12
Quantitative Analysis (CH 238, 239) ................................................................. 9
Organic Chemistry (CH 334, 335, 336) ............................................................... 9
Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339) ............. 7
Physical Chemistry (CH 411, 412, 413) .................. 12
Chemical Society Certification, then Introductory Physics Laboratory (PHYS 204, 205, 206) ............... 12
Foreign language ................................. 12

Junior Year 52 credits
Physical Chemistry (CH 411, 412, 413) .................. 12
Physical Chemistry Laboratory (CH 417, 418, 419) .................. 12
Introduction to Differential Equations (MATH 256) .................. 12
Several-Variable Calculus I (MATH 281) ............................... 3
Electives ................................................. 12

Senior Year 30–32 credits
Instrumental Analysis (CH 429) .................. 4
Inorganic Chemistry (CH 431) ............................... 4
Advanced Organic-Inorganic Synthesis (CH 438) ............................... 4
Advanced chemistry elective ................................................. 3
Research (CH 401) (3 credits a term) ................................................. 9

Electives ................................................. 9

Several-Variable Calculus I (MATH 281), Calculus II, III (MATH 252, 253, 254) .................. 9

Electives ................................................. 9

Related Science Requirements 47 credits
Calculus I, II, III (MATH 251, 252, 253) .................. 12
Introduction to Differential Equations (MATH 256) .................. 12

Electives ................................................. 9

Biochemistry Option

Many undergraduate students who are interested in advanced study using molecular approaches to biological problems (e.g., biochemistry, molecular biology, physical biochemistry, neurochemistry, or perhaps medical research) may want to base their training in chemistry but include as well courses in biologically based subjects. For these students, the Department of Chemistry offers a biochemistry option.

The recommended curriculum for biochemistry-option chemistry majors includes courses in chemistry and related fields. Grades of C or better must be earned in courses required for this option.

The advanced elective courses in the senior year may include research and are otherwise similar to those listed under the standard chemistry-major curriculum; however, attention might be paid to biology or biocultural courses. Students who plan to attend graduate school should include research in their advanced work. If chemical research is included as part of the advanced work, at least 6 credits of Research (CH 401) must be completed.

Students who plan to apply to medical schools are advised to investigate the need for a physics laboratory course that is not included in this curriculum. If they seek American Chemical Society certification, then Introductory Physics Laboratory (PHYS 204, 205, 206); Instrumental Analysis (CH 429); Inorganic Chemistry (CH 431), Advanced Organic-Inorganic Synthesis (CH 438), an advanced elective, and chemical research (CH 401), including a written report, may be added in addition to the requirements cited.

Biochemistry Requirements 76–81 credits
Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223) .... 12
General Chemistry Laboratory (CH 227, 228, 229) ................................................. 6
Organic Chemistry (CH 222, 223, 224) ................................................. 9

Electives ................................................. 9

Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223) .... 12

Electives ................................................. 9

Organic Chemistry Laboratory (CH 225, 226, 227) ................................................. 6

Electives ................................................. 9

Major Requirements

A minor in chemistry may be designed from the basic outline of course work in general chemistry, including the laboratory sequence, and at least four additional courses. Four pos-
sible options are outlined. Other options may be submitted for consideration and approval by the department. University requirements for the minor include a total of 24 credits in chemistry, 15 of which must be in upper-division courses and 12 of which must be completed at the University of Oregon. All courses must be taken for letter grades; credits for tutorials (CH 220 and 310), Seminar (CH 407), and Reading and Conference (CH 405) may not be applied toward the required courses for the minor. Grades of C- or P or better must be earned in courses required for the minor.

Analytical-Physical Chemistry Option. General chemistry with laboratories and CH 411, 412, 413, 429
Biochemistry Option: General chemistry with laboratories and CH 334, 461, 462, 463
Organic Chemistry Option: General chemistry with laboratories; CH 334, 335, 336; and CH 337, 338, 339
Physical Chemistry Option: General chemistry with laboratories and CH 334, 411, 412, 413

Secondary School Teaching
The department offers work toward certification required to teach chemistry in public secondary schools. For additional information about requirements for the physical-science endorsement, students should consult the departmental endorsement adviser, Ralph Barnhard, and the staff in the College of Education Office of Student Support Services, 117 Education Building.

GRADUATE STUDIES
Graduate work in chemistry is a research-oriented Ph.D. program with options in organic chemistry, organotransition metal chemistry, inorganic chemistry, physical chemistry, materials science, biochemistry, chemical physics, molecular or cell biology, and neurochemistry. Master of science (M.S.) and master of arts (M.A.) degrees are also offered.

A major strength of the University of Oregon program is its interdisciplinary approach to research and teaching. Many important advances in chemistry occur at the junctions of classically defined divisions of science. Collaborative interaction of these divisions is fostered through interdisciplinary research institutes. The programs of interest to chemically oriented scientists include the Institute of Molecular Biology, the Institute of Neuroscience, the Institute of Theoretical Science, the Chemical Physics Institute, the Materials Science Institute, and the program in cell biology. First-year students are offered financial assistance through graduate teaching fellowships (GTFs). Research assistantships are typically available for students with advanced standing. These research appointments are funded through grants to the university by federal agencies and private (industrial) sources for support of the basic research programs in the department. Students are selected for these positions on the basis of their interest in a particular research area and by mutual agreement of the student and the faculty member directing the work.

Although subject to variation, stipends for assistants, with summer research work, are currently $12,000, plus tuition waiver, for the calendar year. During 1991–92, research projects in the Department of Chemistry were sponsored by the American Cancer Society, American Chemical Society, Amoco Chemicals Co., Camille & Henry Dreyfus Foundation, Catalytics Associates, CNS Research Co., Department of Energy, Eli Lilly & Co., Medical Research Foundation of Oregon, National Institutes of Health, National Science Foundation, State University Foundation, and Tektronix, Inc.

An illustrated publication, Doctoral Program in Chemistry at the University of Oregon, is available from the department on request. The booklet contains details about the program, facilities, financial support, faculty members and their individual research interests, course offerings, housing, and the local environment. People who request the booklet also receive information as well as instructions and application forms for admission and graduate teaching fellowships.

Biochemistry, Molecular Biology, Cell Biology
One of the most active areas of research is the study of the molecular bases of cell function, including synthesis of macromolecules, regulation of gene expression, development, cell movement, and the structure and function of biological membranes. Research in these areas has been fostered by close collaboration among biologists, chemists, and physicists. The interdisciplinary nature of these programs is explained in detail in a number of publications by members of the Institute of Molecular Biology. The program in cell biology, Ten members of the chemistry department are affiliated with these programs. Entering graduate students are in an excellent position to take advantage of the molecularly oriented avenues to the study of biological problems. One group is studying the cell-type-specific regulation of expression of certain genes in yeast. Another group is investigating the secretory pathway in yeast, using mutants to study the steps involved in intracellular transport of proteins. The study of regulation of transcription and structure-specific expression of rDNA genes in the silkworm is the focus of research in another laboratory. Other groups are studying the control of cell movement (chemotaxis) in bacteria and the hormonal regulation of development in Drosophila. Several collaborative research projects, using a variety of methods including X-ray crystallography and nuclear magnetic resonance, are being conducted to investigate the structure, folding dynamics, and stability of proteins.

Biophysical Chemistry
Biophysical chemistry provides close collaboration and educational interaction among faculty members and students. Research groups that are developing and applying physical methods work closely with molecular and cellular biologists, neurobiologists, biochemists, and synthetic organic chemists. Most of the research programs in biophysical chemistry are interdisciplinary.

Several research groups are active in some areas of biophysical chemistry. For example, the nature of the interaction of regulatory, recombination, and transcription proteins with nucleic acids is currently of great interest. This work involves crystallographic and computer graphics studies, thermodynamic binding studies, and genetic analysis. The general problem of the nature of the forces that determine protein stability is approached from both structural and thermodynamic points of view; it includes the use of mutant forms to probe specific contributions to overall stability.

Another area of general interest is the nature of the excited electronic states of biopolymer components. This includes the use of the optical properties of biopolymers, such as their circular dichroism, as a probe of their conformational state; the relationship of excited state conformation changes to their resonance Raman spectra; and a fundamental interest in the nature of excited states.

Materials Science
The discipline of materials science seeks to understand the properties of solid and liquid materials. It is by nature interdisciplinary, combining expertise from the basic fields of physics, chemistry, geophysics, and molecular biology. Nearly all areas of chemistry can make an important contribution to materials science in the synthesis and characterization of various materials. Here the word materials generally means solids but also includes lower-dimensional condensed phases such as polymer chains, solid films, and carbon nanotubes. Much of the excitement of the research in this area arises from the discovery and improved understanding of new materials that have possible technological applications.

The Materials Science Institute was created to foster collaboration among the materials-oriented research groups. Members of the institute are active in the study of the structure, reactivity, and thermodynamics of these materials in addition to the characterization of their electronic and optical properties. The chemistry and physics departments are currently the dominant participants in the program. A variety of courses and seminars on the physics and chemistry of materials are available to foster the educational and research aspects of the chemistry degree. The list of active research topics includes the characterization of electronic materials and devices, solid-state chemistry, ultra-high vacuum surface science, laser-induced dynamics at surfaces, nonlinear optics at interfaces, properties of amorphous and glassy systems, organic conductors, optical studies of polymers and polymer films, biotechnological materials, fundamental limits of microelectronic devices, and imaging and computer-aided analysis of materials. Collaboration between institute members and industrial research laboratories is encouraged. The Materials Science Institute provides a common and important dimension of the program. In the area of materials fabrication, capabilities for crystal growth, chemical vapor deposition, inorganic solid-state synthesis, ion implantation, and vacuum deposition are accessible. Characterization of these materials by a variety of techniques is possible. Sharing of facilities and expertise among the various re-
search groups is an important and valued aspect of the program.

Neuroscience

The Institute of Neuroscience is a research facility at the university whose staff members deal with significant problems in the institute and in the biology, chemistry, computer and information science, exercise and movement science, or psychology departments. The objective of the institute is to foster research and training in neuroscience by providing a formal structure that encourages collaborations among individual scientists and students from the five departments.

The focus of the institute is on experimental neuroscience with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. This unusual interdisciplinary approach to problems allows the collaboration of scientists from different disciplines with differing viewpoints about neuroscience. Within the institute a group of developmental neurobiologists is pursuing questions on the establishment of nervous system patterning during the growth of individual embryonic systems. Other areas of research interest include visual neurobiology, auditory physiology, learning and memory, sites and mechanisms of central nervous system drug action, biochemistry of endogenous opiate, and the control of motor function.

See the Neuroscience section of this bulletin for more information about the study of neuroscience at the university.

Organic, Organotransition Metal, Inorganic, Materials Chemistry

The synthesis of new chemical substances and the study of their fundamental chemical and physical properties is at the heart of organic, organotransition metal, inorganic, and materials chemistry. Research and teaching in these traditionally distinct subareas is unified through a single, cohesive organic-inorganic division within the chemistry department.

Undergraduate students, graduate students, and postdoctoral researchers in organic-inorganic chemistry enjoy an especially broad education emphasizing the fundamental aspects of chemical synthesis, structural characterization, and mechanisms of chemical reactions and processes. Formal course work is organized around these interdisciplinary themes. Many research projects are interdisciplinary.

Weekly organic-inorganic seminars cover the breadth of recent advances in organic, organotransition metal, inorganic, and materials chemistry. Of foremost importance is the contiguous location of all research laboratories. This proximity results in an open and active atmosphere that encourages spontaneous discussions of day-to-day research activities and problems, providing a chemical education unsurpassed by any textbook or formal course.

Organic-inorganic researchers have direct access to necessary instrumentation in the shared organic-inorganic instrumentation facility adjoining the research laboratories. Most faculty members in organic-inorganic chemistry have multiple research interests and expertise at the frontiers of organic, organotransition metal, inorganic, and materials chemistry.

Physical Chemistry, Chemical Physics, Theoretical Chemistry

The thrust of physical chemistry research is to reach a fundamental understanding of molecular structure and reactivity. By combining elements from traditional approaches in chemistry, physics, and biology, this inquiry becomes strongly interdisciplinary in nature. The blending of disciplines, greatly enhancing the development of new experimental and theoretical methods, is achieved in part by the participation of physical chemists in the Chemical Physics Institute, the Institute of Theoretical Science, the Materials Science Institute, and biophysical chemistry program discussed earlier.

Using sophisticated experimental and theoretical techniques, the research areas of this group investigate problems at the interface of molecular systems and their relation to interfacial and condensed phase phenomena. Projects of current interest include theoretical and experimental studies of molecular clusters and intermolecular forces. Advanced group theoretical techniques and high-resolution microwave, infrared laser, and visible laser spectroscopic experiments are used in this effort; the laboratory work typically uses molecular beam technology. Laser Raman and resonance Raman techniques, including novel far-ultraviolet development, are used to attack problems that range from small molecule to macro-molecule vibrational structure and dynamics. Related picosecond laser fluorescence studies supply additional information about dynamics. New methods developed here for generating radicals and ions in the 1K environment of a supersonic molecular beam allow the spectra and structure of important chemical intermediates to be studied. Nonlinear optical techniques such as second harmonic generation are the subject of interesting new studies of surfaces and interfaces. Equilibrium and nonequilibrium problems are studied with statistical mechanics approaches. The application of Lie groups is used to understand electron correlation effects in atoms and molecules.

The close interactions of physical chemists in the Institute of Theoretical Science, the Chemical Physics Institute, and the Materials Science Institute provide students and postdoctoral fellows additional avenues for research with faculty members from other departments. Examples include theoretical studies of Rydberg states of atoms, particularly in plasmas; theoretical and experimental work on electronic inner-shell processes of atoms; photoelectron spectroscopy of surfaces; laser spectroscopy of ions; and quantum optics research. The Shared Laser Facility operated by the Chemical Physics Institute provides a convenient mechanism for sharing and supporting major laser systems used in much of this work. Another example of this cooperative atmosphere is an undergraduate summer research program, also sponsored by the Chemical Physics Institute.

CHEMISTRY COURSES (CH)

101, 102, 103 Science and Society (3,3,3S)
101: chemistry and the environment. Chemical and societal aspects of air and water quality, herbicides, pesticides. Applicable chemical concepts introduced as needed. Lecture, demonstration. 102: food, drugs, and your body. Chemical and societal aspects of food and nutrition, drugs and pharmaceuticals, hormones and birth control. Lecture, demonstration.
103: chemistry and technology. Chemical and societal aspects of energy, forensic science, art, materials science including lasers, nuclear energy, polymers, superconductors, and photography. Lecture, demonstration. Prereq: for 102: CH 101 or high school chemistry or one term of college chemistry. Prereq: for 103: CH 102.

196 Field Studies (1-2R)
198 Workshop: [Term Subject] (1-2R)
199 Special Studies: [Term Subject] (1-3R) R when topics change.
200 Innovative Education: [Term Subject] (1-3R)

211, 212, 213 Introductory General Chemistry (4,4,4) First-year university chemistry for students without extensive chemical or mathematics backgrounds: atomic and molecular structure, equilibrium dynamics, physical properties, and the chemical reactions of the elements. Prereq: or coreq: MATH 95. 11, 112. Concurrent CH 227, 228, 229 recommended.
220 General Chemistry Tutorial (1R) P/N only. Small-group discussion of topics emphasized in General Chemistry. Coreq: CH 221, 222, 223 or CH 224H, 225H, 226H.
221, 222, 223 General Chemistry (3,3,3) First-year university chemistry: atomic and molecular structure, equilibrium, dynamics, physical properties, and the chemical reactions of the elements. Lectures. Prereq: high school chemistry; coreq: MATH 111, 112 or equivalents. Concurrent calculus and CH 220 recommended.
224, 225, 226 (H) Honors General Chemistry (3,3,3) First-year university chemistry for students with excellent backgrounds in high school chemistry, physics, and mathematics. For science majors and Clark Honors College students. Chemical structure, equilibrium dynamics, reactions, thermodynamics, and the introduction to quantum chemistry. Lectures. Pre- or coreq: calculus. Coreq: CH 220 and CH 237, 238, 239.
227, 228, 229 General Chemistry Laboratory (2,2,2) Teaches laboratory skills through chemical reactions and writing equations, phase diagrams, equilibrium constants, acid-base titrations, volumetric analyses, volcalite cells, exercises in kinetics and inorganic chemistry. Lecture, Laboratory. Pre- or coreq: CH 211, 212, 213 or CH 221, 222, 223 or instructor's consent.
237 Advanced General Chemistry Laboratory (3) Experiments in chemistry with emphasis on the separation and identification of cations and anions by semi-micro methods. Laboratories, lecture. Limited to selected students; primarily for prospective chemistry and other science majors and for Clark Honors College students. Coreq: CH 224 or instructor's consent.
238, 239 Quantitative Analysis (3,3) The quantitative estimation of selected molecular
and ionic species by titrimetric, gravimetric, and instrumental procedures. Laboratories, lecture. Primarily for prospective chemistry and other science majors and for Clark Honors College students. Coreq for 238: CH 225; coreq for 239: CH 226; or instructor's consent.

310 Tutorial Organic Chemistry (1R) P/N only. Discussion of topics emphasized in CH 334, 335, 336 and CH 331, 332.


337, 338 Organic Chemistry Laboratory (2,2) Principles and techniques of laboratory practice in organic chemistry. Lecture, laboratory. Prereq: CH 229 or 339, or coreq: CH 331, 332 or CH 334, 335.

339 Organic Analysis (3) Qualitative analysis and structure determination. For chemistry majors and others who require a year of organic laboratory. Laboratory, lecture. Prereq or coreq: CH 337, 338 and CH 334, 335, or equivalents or instructor's consent.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R) Introduction to the methods of chemical investigation. For advanced undergraduates by arrangement with individual faculty members.

403 Thesis (1–21R) Open to students eligible to work for the bachelor's degree with honors in chemistry.

405 Reading and Conference: [Term Subject] (1–21R)

406 Field Studies (1–21R)

407/507 Seminar: [Term Subject] (1–5R) P/N only. Biochemistry seminar for undergraduates who have completed or are enrolled in CH 461, 462, 463. No graduate credit 1992–93.

408/508 Workshop: [Term Subject] (1–21R)

409 Special Laboratory Problems: [Term Subject] (1–21R) Nonresearch-oriented laboratory instruction; laboratory work covered in other courses is not duplicated. Prereq: instructor's consent.

410/510 Experimental Course: [Term Subject] (1–5R)

411/511, 412/512, 413/513 Physical Chemistry (4,4,4) Theoretical aspects of physical-chemical phenomena; chemical thermodynamics, rate processes, and quantum chemistry. Prereq: two years of college chemistry (except for physics majors), PHYS 211, 212, 213 (preferred) or PHYS 201, 202, 203, MATH 253; MATH 256, 281, 282 strongly recommended.

417/517, 418/518, 419/519 Physical Chemistry Laboratory (4,4,4) Experiments in thermodynamics, chemical kinetics, and molecular spectroscopy to illustrate theoretical principles. Laboratories, discussions. Prereq: PHYS 204, 205, 206; pre-or coreq: CH 411/511, 412/512, 413/513.

429 Instrumental Analysis (4–5) Lectures and laboratory in the use of instrumental methods for quantitative determinations of unknown chemical samples. Prereq: CH 417 or instructor's consent.


441/541 Quantum Chemistry (3) The principles of time-independent quantum mechanics and their application to atomic and molecular systems. Prereq: CH 413/513 or equivalent.


444/544 Chemical Thermodynamics (3) The laws of thermodynamics and their applications, including those to nonideal chemical systems. Prereq: CH 413/513 or equivalent.

445/545 Statistical Mechanics (3) The molecular basis of thermodynamics. Applications to the calculations of the properties of noninteracting and weakly interacting systems. Prereq: CH 413/513 or equivalent.

446/546 Chemical Kinetics: [Term Subject] (3R) Description and interpretation of the time evolution of chemical systems. Prereq: CH 413/513 or equivalent.

461/561 Biochemistry (4S) Structure and function of macromolecules. Prereq: CH 332 or 335 or equivalent. Prior exposure to calculus and physical chemistry recommended. S with CH 462, 463, 563.

462/562 Biochemistry (4S) Metabolism and metabolic control processes. Energy and sensory transduction mechanisms. Prereq: CH 461/561 or instructor's consent.

463/563 Biochemistry (4S) Mechanisms and regulation of nucleic acid and protein biosynthesis. Other current topics in biochemical genetics. Prereq: CH 461/561 or instructor's consent.

467/567 Biochemistry Laboratory (4) Methods of modern molecular biology and protein purification. Two laboratory sessions, two lectures a week. Prereq: instructor's consent.

470/570 Research Instruments: [Term Subject] (1–3R) Advanced experimental and theoretical concepts and the operation of instrumentation used in chemical research. Topics include Fourier transform nuclear magnetic resonance (FT-NMR), Fourier transform infrared spectroscopy (FT-IR), electron pair magnetic resonance (EPR), and computers. Prereq: instructor's consent.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

606 Field Studies (1–16R)

607 Seminar: [Term Subject] (1–5R) Seminars offered in biochemistry, chemical physics, materials science, molecular biology, neuroscience, organic-inorganic chemistry, and physical chemistry.

608 Workshop: [Term Subject] (1–16R)

609 Terminal Project: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R)

613 Topics in Organic-Inorganic Chemistry: [Term Subject] (1–4R) Topics include catalysis, surface chemistry, organometallic chemistry, free radical chemistry, natural products, alkaloid chemistry, materials science, photochemistry, bioinorganic-organic chemistry, synthetic methods, electrochemistry. R when topic changes.

614 Topics in Physical Chemistry: [Term Subject] (1–4R) Topics include thermodynamics of nonideal systems, group theory, rotational spectroscopy, vibrational spectroscopy, magnetic resonance spectroscopy, electronic spectroscopy, statistical mechanics, kinetics of complex systems, solution thermodynamics, magnetic resonance spectroscopy. R when topic changes.

615 Topics in Biochemistry: [Term Subject] (1–4R) Topics include enzyme mechanisms, stability and conformation of macromolecules, nucleic acids and nucleic acid protein complexes, conformational analysis of macromolecules, protein and nucleic acid biosynthesis. R when topic changes.

631, 632, 633 Advanced Organic-Inorganic Chemistry (4,4,4) 631: principles of organic-inorganic reaction dynamics; kinetics and mechanisms, linear free-energy relationships, isotopic effects, substrate binding, reaction mechanisms, dynamic behavior of reactive intermediates, electron transfer chemistry. 632: principles and applications of stereochemistry with examples from organic, organometallic, and inorganic chemistry; stereochemical applications of computer graphics and computational chemistry; asymmetric synthesis and catalysis. 633: strategies and tactics for the synthesis of complex organic molecules.

634 Physical Methods of NMR Spectroscopy (4) Principles of pulsed Fourier transform nuclear magnetic resonance, Bloch equations, density matrix formalism, spin relaxation, one- and multidimensional methods, data analysis, and analysis of both small and macromol-
cules. Offered 1992–93 and alternate years with CH 635.

635 Physical Methods of Spectroscopy (4)
Theory and practice of infrared spectroscopy, electron absorption spectroscopy, electron spin resonance spectroscopy, magnetism, and mass spectroscopy with applications to organic, organometallic, inorganic, and solid state chemistry. Offered alternate years with CH 634. Not offered 1992–93.

662, 663 Advanced Biochemistry (4,4)

664, 665 Physical Biochemistry (4,4)
The physical chemical properties of biological macromolecules. Topics include the forces and interactions to establish and maintain macromolecular conformations and the physical bases of the spectroscopic, hydrodynamic, and rapid reaction techniques used to investigate these conformations. Prereq: calculus and a knowledge of the elements of thermodynamics. Offered 1992–93 and alternate years with CH 662, 663.

CLASSICS
307 Prince Lucien Campbell Hall
Telephone (503) 346-4069
John Nicols, Department Head

FACULTY
Jeffrey M. Hurwit, professor. See Art History
John Nicols, professor. See History
Steven Shankman, professor. See English

Emeritus
Frederick M. Combrellack, professor emeritus (Greek literature). B.A., 1928; Stanford; Ph.D., 1936, California, Berkeley. (1937)
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.
Participating
Marcha J. Bayless, English
Maranne S. Nicols, history

UNDERGRADUATE STUDIES
The field of classics embraces all aspects of Greek and Roman culture from the prehistoric to the medieval period. The study of the Greek and Latin languages is essential to the discipline. In addition, the Department of Classics occasionally offers courses in Ancient Hebrew and Modern Greek. The undergraduate's primary aim in studying classics at the university is to learn Greek or Latin (or both) well enough to read the ancient authors in their original languages. Through the study of classical literature in the original and in English translation, and through the study of other areas encompassed by the classics, such as ancient history, philosophy, art history, mythology, and rhetoric, a student gains an understanding of the culture and ideals of the classical world and their influence on the language and institutions of Western civilization.

Students who intend to major in classics begin the study of one or both of the classical languages as early as possible in their undergraduate careers. Those who expect to do graduate work should take French or German while they are undergraduates.

Careers. A bachelor's degree in classics prepares students for entry into graduate programs in classics, linguistics, comparative literature, ancient history, and archaeology, eventually leading to careers in college teaching, fieldwork, or the editorial professions.

Many prestigious professional schools look upon broad and thorough schooling in the humanities with greater favor than upon narrow preprofessional undergraduate training. Accordingly, students graduating from classics departments throughout the country have had notable success in schools of law, medicine, and business.

Major Requirements
The department offers the bachelor of arts (B.A.) degree in four majors. Students may choose to focus on Latin language and literature (Latin major), Greek language and literature (Greek major), or a combination of Greek and Latin (classics major). Students may also choose to study the literature and culture of the ancient civilizations through courses that use secondary sources and translated texts (classical civilization major).

Greek. In preparation, students must complete one year of college Greek (GRK 101, 102, 103) or demonstrate proficiency at the introductory level. For the major, students must complete the following.

Greek Major Requirements 45 credits
Greek courses beyond the first-year level, selected from GRK 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses GRK 411 ................................................................. 24
Ancient Greece (HIST 412, 413) ........................................ 6
Three courses in classical literature in translation or related courses in other departments (e.g., ENG 416; PHIL 421; ARH 322, 323) .......... 9
Six credits in upper-level Greek courses, Latin courses beyond the first year, courses in translation or from related departments, or Greek or Latin composition ........................................... 6

Majors in Greek are encouraged to take electives in ancient literature in translation and in ancient art, religion, or mythology. They are also urged to take course work in Latin.

Latin. In preparation, students must complete one year of college Latin (LAT 101, 102, 103) or demonstrate proficiency at the introductory level. For the major, students must complete the following.

Latin Major Requirements 45 credits
Latin courses beyond the first-year level, selected from LAT 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses except LAT 421; LAT 411 ................................................................. 24
Any two courses from Ancient Rome (HIST 414, 415) and Roman Society and Early Christianity (HIST 416) .................................................. 6
Three courses in classical literature in translation or related courses in other departments ................. 9
Six credits in upper-level Latin courses, Greek courses beyond the first year, courses in translation or from related departments, or Greek or Latin composition .............................................. 6

Majors in Latin are encouraged to take electives in ancient literature in translation and in ancient art, religion, or mythology. They are also urged to take course work in Greek.

Classics. In preparation, students must complete one year of college Greek and one year of college Latin or demonstrate a proficiency in both languages at the introductory level. For the major, students must complete the following.
Classics Major Requirements

48 credits

Courses in Latin and Greek beyond the first-year level with no fewer than 9 credits devoted to either language ........................................... 27

Three courses from Ancient Greek (HIST 412, 413), Ancient Rome (HIST 414, 415), Roman Society and Early Christianity (HIST 416) ... 9

Three courses in literature in translation or related courses in other departments ........................................... 9

Three credits in upper-level Greek or Latin courses, classics courses in translation or from related departments ........................................... 3

Majors in classics are also encouraged to take electives in ancient literature in translation and in ancient art, religion, or mythology.

Classical Civilization. In preparation, students must demonstrate second-year proficiency in Greek or Latin. Students whose Greek or Latin was taken entirely in high school must take one year of second- or third-year Greek or Latin (301, 302, 303, or 411) at the University of Oregon in works not read in their high school courses.

For the major, students must complete 45 credits, distributed as follows:

Classical Civilization

Major Requirements

45 credits

Three courses from Ancient Greece (HIST 412, 413) and Ancient Rome (HIST 414, 415) ........................................... 9

Three courses in classical literature in translation, e.g., CLAS 312, 313, 331, 332 or, with department head's consent, HUM 101 ........................................... 9

Three courses in ancient art, selected from ARH 322, 323, 324, 422, 423, 424 ........................................... 9

Chosen in consultation with a classics department adviser, electives in Greek (GRK), Latin (LAT), classics (CLAS), or relevant courses in art history (ARH), English (ENG), history (HIST), philosophy (PHIL), religious studies (REL) ........................................... 18

Undergraduate Program

The four-year program below is an example of how a student with no previous training in Latin and Greek may meet the minimum requirements for a major in classics and even take courses beyond the minimum. (This model presumes an emphasis on Latin, but the student may choose to emphasize Greek or devote equal effort to both languages.) Programs for majors in Greek or Latin, which require fewer credits, are much more flexible.

Sample Classics Program

Freshman Year 48 credits

Basic Latin (LAT 101, 102, 103) ........................................... 15

Social science cluster (three courses) ........................................... 9

College Composition I (WR 121) ........................................... 3

Arts and letters cluster (three courses) ........................................... 9

Electives ........................................... 12

Sophomore Year 47 credits

Authors (LAT 301, 302, 303) or comparable lower-division courses ........................................... 9

Basic Greek (GRK 101, 102, 103) ........................................... 15

Science cluster (three courses) ........................................... 9

College Composition II or III (WR 122 or 123) ........................................... 3

Latin Composition (LAT 347, 348, 349) or comparable lower-division sequence ........................................... 3

Electives ........................................... 8

Junior Year 45 credits

Authors (LAT 411) (three courses) ........................................... 9

Latin Prose Composition (LAT 447, 448, 449) (three courses) ........................................... 9

Authors (GRK 301, 302, 303) ........................................... 9

Three courses from Ancient Greece (HIST 412, 413), Ancient Rome (HIST 414, 415) ........................................... 9

Science cluster (three courses) ........................................... 9

Electives or additional Latin (LAT 301, 305, or 407) ........................................... 6

Senior Year 46 credits

Authors (LAT 411) (one course) ........................................... 3

Authors (GRK 411) (three courses) ........................................... 9

Literature in English translation (e.g., CLAS 312, 313, 331, 332) (three courses) ........................................... 9

Electives, Greek Prose Composition (GRK 347, 348, 349), additional Greek or Latin ........................................... 25

Minor Requirements

The minor in classics requires 24 credits distributed as follows:

9 credits in 400-level courses in either Greek (GRK) or Latin (LAT) but not a combination of the two

15 credits—including at least 6 in upper-division courses—of classics (CLAS) courses or upper-level courses in other departments, e.g., art history (ARH), English (ENG), history (HIST), religious studies (REL), philosophy (PHIL).

A list of courses that may be counted toward a classics minor is available in the department office.

Secondary School Teaching

The Department of Classics offers work for preparation to teach Latin in Oregon public secondary schools. Certification as a secondary teacher requires completion of a graduate-level teacher preparation program. All work for the Latin endorsement should be completed prior to entering the teacher preparation program. For specific information about departmental requirements for the Latin endorsement, students should contact the departmental adviser for teacher education and the staff in the College of Education's Office of Student Support Services. Preparation for the standard endorsement is also offered through this department; students should meet with staff members in the Office of Student Support Services to plan their program.

Interdisciplinary Program in Classical Archaeology

With the existing curricular resources of the university, it is possible to arrange an undergraduate program that provides sound preparation for graduate study and an eventual career in Greek and Roman archaeology. A student would most profitably fulfill major requirements in one of the three departments contributing to the program with the addition of courses selected from the other two departments. The following are the three programs recommended for a specialization in classical archaeology.

Art History. Departmental major, with an option in Greek and Roman art, to include Art of Ancient Greece (ARH 322), Art of Ancient Rome (ARH 323), Aegean Art (ARH 422), Archaic Greek Art (ARH 423), Classical Greek Art (ARH 424), Greek Architecture (ARH 427), Roman Architecture (ARH 428), and a seminar in Greek and Roman art (ARH 407).

Courses recommended in addition to the major: Ancient Greece (HIST 412, 413), Ancient Rome (HIST 414, 415), seminar in Greek or Roman history (HIST 407), two years of Greek or Latin.

Classics. Departmental major in Latin, Greek, or classics (Latin and Greek) beyond the second year. Ancient Greece (HIST 412, 413), Ancient Rome (HIST 414, 415).

Courses recommended in addition to the major: seminar in Greek or Roman history (HIST 407), Aegean Art (ARH 422) or Art of Ancient Greece (ARH 322), or Art of Ancient Rome (ARH 323), Archaic Greek Art (ARH 423), Classical Greek Art (ARH 424), Greek Architecture (ARH 427), Roman Architecture (ARH 428), a seminar in Greek or Roman art (ARH 407).

History. Departmental major, with an option in the history of Greece and Rome, to include Ancient Greece (HIST 412, 413), Ancient Rome (HIST 414, 415), and a seminar in Greek or Roman history (HIST 407).

Courses recommended in addition to the major: Art of Ancient Greece (ARH 322), Art of Ancient Rome (ARH 323), Aegean Art (ARH 422), Archaic Greek Art (ARH 423), Classical Greek Art (ARH 424), Greek Architecture (ARH 427), Roman Architecture (ARH 428), a seminar in Greek or Roman art (ARH 407), two years of Greek or Latin.

Students who plan to pursue a career in classical archaeology are reminded that most graduate departments require familiarity with both classical languages and a reading knowledge of French and German.

An interdisciplinary major of arts (M.A.) degree is available for students interested in advanced study or careers in classical archaeology.

GRADUATE STUDIES

The Department of Classics offers the master of arts (M.A.) in classics with an option in Latin, Greek, or classics (Greek and Latin). The degree may be earned with thesis, with a comprehensive examination, or through course work alone.

The option in Greek or Latin is earned with a concentration in one of the classical languages, but students concentrating in one language ordinarily take some work in the other. The option in classics is earned with work approximately evenly divided between Greek and Latin.

Programs of study are arranged in consultation with two advisers, at least one of whom is a member of the Department of Classics, and are selected from graduate courses in Latin, Greek, classics, history, art history, religion, philosophy, and English. Ideally, the design of the program is not random but reflects in part the student's specialized interests or helps to prepare the student for a field of specialization related to the classics.

Master of Arts Degree

Applications for admission should be accompanied by three letters of recommendation, including at least one from an undergraduate teacher.

Requirements

1. Complete at least 45 credits of graduate-level work, which must include one Seminar (GRK, LAT, or CLAS 507)
2. Complete surveys of Greek history (HIST 512, 513) and Roman history (HIST 514, 515). Equivalent courses taken as an undergraduate may fulfill this requirement.

3. Pass a translation examination in one modern language, usually French or German. This requirement may be fulfilled with a standardized examination offered by the university or by the successful translation of a significant scholarly text.

4. Choose one of two options for completing the master of arts degree in classics with specialization in Greek, Latin, or both:

**Option 1:** Write a thesis in one of the fields mentioned above. Up to 9 credits of Thesis 503 may be counted toward the 45-credit minimum.

**Option 2:** Pass a comprehensive examination in three parts: translation, textual interpretation, and culture. The candidate must, in consultation with his or her advisers, define a reading list for the translation part of the examination. Additional information and details about the standards may be obtained from the classics department and are included in any letter of admission.

**Interdisciplinary Program in Classical Civilization**

The Department of Classics administers an interdisciplinary master of arts degree in classical civilization to provide predoctoral training for prospective candidates in classical archaeology and ancient history, or for students interested in a general program in ancient studies at the graduate level. The candidates must: satisfy requirements (1) and (2) required for the master of arts degree in classics; pass with a grade of mid-B or better Authors (LAT or GRK 511); and define, with the help of an advisory committee, a coherent program of study. More information may be obtained from the classics department office.

**CLASSICS IN ENGLISH TRANSLATION (CLAS)**

196 Field Studies (1-2R)
198 Colloquium: [Term Subject] (1-2R)
199 Special Studies: [Term Subject] (1-3R)
200 Innovative Education: [Term Subject] (1-3R)

201 Greek Life and Culture (3) Uses literary sources, art, and architecture to examine Greek civilization from Mycenaean times to the conquest of Rome.

202 Roman Life and Culture (3) Examines Roman civilization from the founding of Rome in the 8th century B.C. to the victory of Constantine and his religion early in the 4th century A.D. Not offered 1992–93.


313 Ancient Society and Culture (3) Cultural, scientific, political, economic issues from the ancient world. Topics include ancient laws and legal systems, ancient slavery, sports and civic life, ancient constitutions, ancient music and dance.

314 Gender and Sexuality in Antiquity (3) Introduction to construction of the categories of norms of Western sexuality through study of Greek and Roman attitudes toward gender roles, homo- and heterosexual, the family, and privacy.

320 Introduction to Classical Archaeology (3) Rational and aims of classical archaeology, day-to-day processes of a major continuous excavation, problems concerning the religion, culture, and history of the ancient world. Offered irregularly.

331 Ancient Greek Literature (3) Not offered 1992–93.


399 Special Studies: [Term Subject] (1–4R)
400 Innovative Education: [Term Subject] (1–3R)
401 Research (1–21R)
403 Thesis (1–21R)
405 Reading and Conference: [Term Subject] (1–21R)
406 Special Problems (1–21R)
407/507 Greek Seminar: [Term Subject] (1–5R)
408/508 Colloquium: [Term Subject] (1–21R)
409 Practicum: [Term Subject] (1–21R)
410 Experimental Course: [Term Subject] (1–5R)
411/511 Authors: [Term Subject] (3R) Each term devoted to a different author or literary genre: Euripides, Sophocles, Aeschylus, Plato, Aristotle, Demosthenes, Herodotus, lyric poetry, comedy, pastoral. R when topic changes.


503 Thesis (1–16R) P/N only
601 Research (1–16R) P/N only
602 Supervised College Teaching (1–5R)
605 Reading and Conference: [Term Subject] (1–5R)
606 Special Problems (1–16R)
607 Seminar: [Term Subject] (1–5R)
608 Colloquium: [Term Subject] (1–16R)
609 Practicum: [Term Subject] (1–16R)
610 Experimental Course: [Term Subject] (1–5R)

**GREEK COURSES (GRK)**

101, 102, 103 Basic Greek (5, 5, 5) Fundamentals of the Attic Greek language; readings in Attic Greek and in koine.

MG101, 102, 103 Modern Greek (3–4, 3–4, 3–4) Modern Greek conversation and reading. Offered irregularly.

196 Field Studies (1–2R)
198 Colloquium: [Term Subject] (1–2R)
199 Special Studies: [Term Subject] (1–3R)
200 Innovative Education: [Term Subject] (1–3R)


301, 302, 303 Authors: [Term Subject] (3R) Second-year Greek: selections from major authors with focus on reading and syntax. 301: Plato. 302: Greek tragedy. 303: Homer. R when reading material changes.

347, 348, 349 Greek Prose Composition (1–3, 1–3, 1–3) 347, 348: extensive practice in composing Attic Greek prose with emphasis on syntax and idiom. 349: study of Lysias, Isocrates, and Demosthenes leading to practice in their styles.

399 Special Studies: [Term Subject] (1–4R)
400 Innovative Education: [Term Subject] (1–3R)
401 Research (1–21R)
403 Thesis (1–21R)
405 Reading and Conference: [Term Subject] (1–21R)
406 Special Problems (1–21R)
407/507 Greek Seminar: [Term Subject] (1–5R)
408/508 Colloquium: [Term Subject] (1–21R)
409 Practicum: [Term Subject] (1–21R)
410 Experimental Course: [Term Subject] (1–5R)
411/511 Authors: [Term Subject] (3R) Each term devoted to a different author or literary genre: Euripides, Sophocles, Aeschylus, Plato, Aristotle, Demosthenes, Herodotus, lyric poetry, comedy, pastoral. R when topic changes.


503 Thesis (1–16R) P/N only
601 Research (1–16R) P/N only
602 Supervised College Teaching (1–5R)
605 Reading and Conference: [Term Subject] (1–5R)
606 Special Problems (1–16R)
607 Greek Seminar: [Term Subject] (1–5R)
608 Colloquium: [Term Subject] (1–16R)
609 Terminal Project: [Term Subject] (1–16R)
610 Experimental Course: [Term Subject] (1–5R)

**HEBREW COURSES (HBR)**

50, 51, 52 Biblical Hebrew (4, 4, 4) Offered irregularly.

**LATIN COURSES (LAT)**

101, 102, 103 Basic Latin (5, 5, 5) Fundamentals of Latin grammar; selected readings from classical and medieval authors.

196 Field Studies (1–2R)
198 Colloquium: [Term Subject] (1–2R)
199 Special Studies: [Term Subject] (1–3R)
200 Innovative Education: [Term Subject] (1–3R)

301, 302, 303 Authors: [Term Subject] (3R) Second-year Latin: selections from major Roman authors with focus on reading and syntax. 301: Cicero. 302: Virgil. 303: Roman comedy. R when reading material changes.

347, 348, 349 Latin Composition (1, 1, 1) Survey of Classical Latin syntax; extensive practice in prose composition. Designed for majors and prospective teachers.

399 Special Studies: [Term Subject] (1–4R)
400 Innovative Education: [Term Subject] (1–3R)
401 Research (1–21R)
403 Thesis (1–21R)
405 Reading and Conference: [Term Subject] (1–21R)
407/507 Latin Seminar: [Term Subject] (1–5R)
COMPARATIVE LITERATURE

215 Friendly Hall
Telephone (503) 346-3986

Steven Rendall, Wolfgang F. Sohlich, and
Irv Ing Wohlforth, Program Codirectors

Program Committee
Stephen W. Durrant, East Asian languages and
literatures
Linda Knutson, English
Wendy Larson, East Asian languages and
literatures
Elke Liesb, Germanic languages and literatures
Steven Rendall, Romance languages; editor, Comparative Literature

James L. Rice, Russian
Wolfgang F. Sohlich, Romance languages
Irv Ing Wohlforth, comparative literature
Alan S. Wolfe, East Asian languages and
literatures

FACULTY
Alan S. Wolfe, associate professor, coordinator, undergraduate studies. See East Asian Languages and Literatures

Emeritus
Thomas R. Hart, professor emeritus (medieval and Renaissance literature); editor, Comparative Literature. B.A., 1948, Ph.D., 1952, Yale. (1964)
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating Faculty
Kenneth S. Calhoon, Germanic languages and literatures
Sylvia B. Giustina, Romance languages
Wendy Larson, East Asian languages and literatures
Roger A. Nicholls, Germanic languages and literatures
F. Regina Paiki, Romance languages
Forest Pyle, English
Steven Rendall, Romance languages
James L. Rice, Russian
Karla L. Schultz, Germanic languages and literatures
Wolfgang F. Sohlich, Romance languages
Richard L. Stein, English

Samuel Weber, and Hayden White. The Oregon Colloquium on Critical Theory is sponsored by the Comparative Literature Program each summer.

Library holdings are strong in all areas of research in literature. They include an outstanding collection of journals, many of which come to the university in exchange for Comparative Literature, which is published at the university.

UNDERGRADUATE PROGRAM

The undergraduate program leading to the bachelor of arts (B.A.) degree enables students to pursue an organized course of study transcending the limitations of a departmental major. It provides suitable training for advanced study in literature as well as a general liberal arts background.

Students in the program study three or more literatures, of which one is typically English or American. Work is required in two foreign literatures read in the original languages. Literature read in translation may also be included as part of the student's program; courses on Chinese, German, Japanese, Russian, Scandinavian, and other literatures are offered regularly.

The undergraduate program offers many opportunities for small-group study with faculty members. Working with an adviser, the student develops a plan of study suited to his or her individual interests; this may focus on a period, a genre, a theme, or the relations between two or more national literatures. The program also offers opportunities for study of issues in literary theory and criticism.

In addition to the regular program, an honors option is available. It is particularly valuable for students intending to do advanced work in comparative literature or related fields.

Students with interests in non-Western literatures are welcome in the undergraduate program.

Major Requirements

Lower Division. Satisfaction of the university language requirement for the B.A. degree

Comparative Literature: Epic, Drama, Fiction (COLT 201, 202, 203) or equivalents

Western Civilization (HISI 101, 102, 103) or

Honors College History (HIC 107H, 108H, 109H). Students with sufficient background may take three advanced history courses to fulfill this requirement.

Upper Division. 45 credits in literature, including:

Approaches to Comparative Literature (COLT 301)

15 credits in a foreign literature, read in the original language

9 credits in a second foreign literature, read in the original language

18 additional credits in literature, read either in the original language or in translation. At least 6 of these credits must be in comparative literature courses.

Honors in Comparative Literature. The requirements for honors in comparative literature include all of the above in addition to a senior essay written under the direction of a faculty member. Students choosing this option enroll for two terms of Thesis (COLT 403),
the senior essay to be presented at the end of
the second term.

GRADUATE PROGRAM
The university offers a program of graduate study leading to the master of arts (M.A.) and doctor of philosophy (Ph.D.) degrees in com-
parative literature.
For admission to the program, a candidate should have an undergraduate major in one
literature and competence in two of the fol-
lowing languages: Chinese, French, German, Greek, Italian, Japanese, Latin, Russian,

Spanish.

Master of Arts Degree
Before receiving the M.A. degree, the can-
didate must demonstrate competence in two lan-
guages, in addition to English, by completing
graduate-level literature courses in the lan-
guages. The student's course program typically
contains five graduate-level comparative lit-
erature courses including at least one term of
Graduate Studies in Comparative Literature
(COLT 614, 615, or 616). Candidates must
qualify in three fields (periods, genres, or spe-
cial fields) involving two or three literatures.
The M.A. program is typically completed
within two years.

Doctor of Philosophy Degree
In addition to the requirements for the M.A.
degree, doctoral candidates must complete
course work and an examination on three or
more literatures in a fourth field.
After completing all the above requirements, the candidate must submit a prospectus of
da doctoral dissertation on a comparative topic.
The dissertation is typically completed within
two years of advancement to candidacy and
must be defended in a final oral presentation.

COMPARATIVE LITERATURE COURSES (COLT)
196 Field Studies (1–2R)
198 Workshop: [Term Subject] (1–2R)
199 Special Studies: [Term Subject] (1–3R)
200 Innovative Education: [Term Subject] (1–3R)
201, 202, 203 Comparative Literature: Epic,
Drama, Fiction (3,3,3) A comparative ap-
proach to the major works and genres of West-
ern literature.
210 Topics in General Literature: [Term
Subject] (3R) Introductory studies in literary themes, periods, and methods of literary study.
Topics vary from year to year but are typically
offered as a series of related courses. R when
they change;
301 Approaches to Comparative Literature
(3) Introduction to methods in comparative
literature and practical literary criticism.
350 Topics in Comparative Literature:
[Term Subject] (3R) Recent topics include
American Novel and European Philosophical,
Fantasy, and Reality in 17th- and 18th-Century
Literature, Golden Age Literature, Political
Theater, Theater and Illusion. R when topic
changes.
399 Special Studies: [Term Subject] (1–4R)
400 Innovative Education: [Term Subject]
(1–3R)
401 Research (1–21R)
403 Thesis (1–21R)
405 Reading and Conference: [Term Sub-
ject] (1–21R)
406 Field Studies (1–21R)
407/507 Seminar: [Term Subject] (1–5R)
Recent topics include Brothers Karamazov,
Readings from Modern Japanese Literature,
20th-Century Women Writers.
408/508 Workshop: [Term Subject] (1–21R)
409 Supervised Tutoring: [Term Subject]
(1–21R)
410/510 Experimental Course: [Term Sub-
ject] (1–5R) All readings may be done in
translation. Recent topics include African
Women Writers, Florence in the Renaissance,
Interpretation, Legal Fictions, Suicide Litera-
ture and Politics.
420/520 Picaresque Novel (3) The
picarresque novel as a genre, its transforma-
tions, and its use as a means of social criticism.
Readings include works by Grimmelshausen,
Defoe, Thomas Mann, and Joyce Cary. Offered
rarely.
421/521 Modern Scandinavian Fiction (3)
Major trends in Scandinavian literary tech-
niques and themes, analyzed within the con-
texts of European literature and Scandinavian
social and cultural developments. Authors
from all five Nordic countries. Not offered
425/525 Autobiography (3) History, theory,
and problems of autobiographical writing.
Examination of works by St. Augustine, Cellini,
Montaigne, Rousseau, Gibbon, Gorky, Leiris,
Sartre, C. S. Lewis, Nahokov, Nin, and others.
460/560 Experimental Fiction (3) Study of
formal deviations from the norms of fictional
reality. Authors likely to be read include
461 Experimental Drama (3) Contributions of some of the major experimental playwrights of
the 20th century such as Strindberg, Jarry,
Brecht, Kaiser, Ionesco, Genet, Diirrenmatt,
Handle, and Pinter. May include experi-
tmental theater. Offered rarely.
503 Thesis (1–16R) P/N only
601 Research (1–16R) P/N only
603 Dissertation (1–16R) P/N only
605 Reading and Conference: [Term Sub-
ject] (1–16R)
606 Field Studies (1–16R)
607 Seminar: [Term Subject] (1–5R) Recent
topics include Autobiography in 20th-Century
China; Contemporary Narrative; Eternal Re-
turn: Baudelaire, Nietzsche, and Baudrillard;
Ilsen vs. Brecht; Literature of Fascism; 19th-Century
Drama; Romanticism; Theory of Narrative.
608 Colloquium: [Term Subject] (1–16R)
609 Terminal Project: [Term Subject]
(1–16R)
610 Experimental Course: [Term Subject]
(1–5R) Recent topics include Chinese Canon,
Dialogue, Feminism in China, Ideology and
Critique, Medieval Poetics, Persuasion in
Literature, Romance and Novel.
614, 615, 616 Graduate Studies in Com-
parative Literature (4,4,4) 614: history and
present state of the discipline as practiced by
selected major figures. 615: intensive study of
current issues in literary theory. 616: problems
and methods in practical criticism. Hart,
Rendall, Wohlforth.

Courses in Translation from Other
Departments
The following courses might be used to fulfill
up to 12 credits of the 18 additional credits in
literature required for the undergraduate

major.

Chinese. Introduction to Chinese Literature
(CHN 305), Seminar: Chinese Literature
(CHN 407)

Classics. Ancient Texts and Traditions
(CLAS 312), Ancient Greek Literature
(CLAS 331), Ancient Roman Literature
(CLAS 332), Seminar: Classical Literature
(CLAS 407)

German. Genres in German Literature (GER
350), Periods in German Literature (GER
351), Authors in German Literature (GER
352), German Gender Studies (GER 354)

Italian. Dante and His Times (ITAL 444, 445,
446)

Japanese. Introduction to Japanese Literature
(JPN 305, 306, 307), Seminar: Japanese Litera-
ture (JPN 407)

Russian. Introduction to Russian Literature
(RUSS 204, 205, 206), Russian Folklore
(RUSS 420), Modern Russian Poetry (RUSS
422), Dostoevsky (RUSS 424), Tolstoy
(RUSS 425), Gogol (RUSS 426), Turgenev
(RUSS 427), Chekhov (RUSS 428), 20th-
Century Russian Literature (RUSS 429)

Scandinavian. Introduction to Scandinavian
Culture and Society (SCAN 350), Topics in
Scandinavian Literature (SCAN 351), Topics
in Scandinavian Literature (SCAN 352),
Scandinavian Women Writers (SCAN 353),
Genres in Scandinavian Literature (SCAN
354)

Spanish. Don Quijote (SPAN 460)
COMPUTER AND INFORMATION SCIENCE

120 Deschutes Hall
Telephone (503) 346-4408
Department Head

FACULTY


The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

GENERAL INFORMATION

Computer science offers students the challenge and excitement of a dynamically evolving science whose discoveries and applications affect every arena of modern life. Computer science is the study of the computer as a machine, both concrete and abstract; it is the study of the management of information; and it involves the design and analysis of algorithms, programs, and programming languages. The Department of Computer and Information Science is committed to both a strong research program and a rewarding educational experience at the undergraduate and graduate levels.

The department offers instruction and opportunities for research in the following areas:

- artificial intelligence (natural language processing, expert systems, human interfaces, logic programming, vision)
- theoretical computer science (computational complexity, models of computation, algorithm design)
- architecture
- operating systems, parallel processing, distributed systems, performance evaluation
- graphics
- software engineering
- information processing and database systems
- programming languages and compilers

In addition, the department offers a stimulating minor program and an expanding selection of service courses for students who want introductory exposure to computers and computer applications. The computer and information science programs at the university are continually evolving as the discipline matures and as students' needs change. More information can be obtained from the department office.

Facilities. The Department of Computer and Information Science is housed in Deschutes Hall. This three-story, 27,000-square-foot facility, which opened in 1989, holds faculty and graduate student offices and extensive laboratory space for research and instruction. Departmental facilities include an instructional laboratory with Sun 4/60s, Tektronix TekXpress X-terminals, and Macintoshes (11cx and lIsi). Research laboratories operate a variety of UNIX work stations (Sun 3s and 4s, and HP9000/835s), Tektronix TekXpress X-terminals, and Macintoshes. Work stations are supported by a 4-processor Sun SPARCServer 620MP, a 26-processor Sequent S81, a Sun 4/360, two HP9000/370 servers, and several laser printers. Individual laboratories use specialized research equipment: video cameras, recorders, and editors in the Knowledge Based Interface Laboratory; a digital convolver and frame grabber in the Computational Vision Laboratory; a MassPar Model 1101, a 20-processor Sequent S81 and a 24-processor Sequent S81 in the Parallel Processing and Distributed Systems Laboratory; and in the Computer Graphics Laboratory, an HP9000/433s Turbo VRX T2, which has 52-bit planes of image memory including 24-bit planes that are used for a hardware Z-buffer. The department's local network has a gateway to the campus fiber-optic network, giving access to machines in other departments. The department's local network has a gateway to the Internet via a 56Kbps link to NorthWestNet.

Careers. The CIS undergraduate program is designed to prepare students for professional careers or for further study at the graduate level. Students with a B.A. or a B.S. degree in computer science face an ever-expanding set of career opportunities. Possibilities include the development of software tools; the application of computer science techniques to fields such as medicine, law, and architecture; or even the design of the next generation of computers. The CIS program prepares students for these challenges by emphasizing the fundamental concepts needed to be a successful computer scientist in the face of continuously evolving technology. Hence, our graduates come away with confidence that they can specify, design, and build large software systems; analyze the effectiveness of computing techniques for a specific problem; and, at the most pragmatic level, recommend which software package or computer to buy. A master of arts (M.A.) or master of science (M.S.) degree program prepares students for higher-level positions in the areas described above as well as for teaching positions in community colleges. The Ph.D. degree program trains students as scientists for advanced research in a specialized area of computer science and for teaching in universities.

UNDERGRADUATE STUDIES

The Department of Computer and Information Science (CIS) offers the bachelor of arts (B.A.) and bachelor of science (B.S.) degrees. Major and minor degree requirements are listed below.

Preparation. High school students planning to major or take substantial course work in computer and information science should pursue a strong academic program, including substantial work in mathematics and science. Students with a high school mathematics background typical begin with Computer Science I (CIS 210) if they intend to major or minor in computer and information science.

Transfer students from two-year colleges and other schools should attempt to complete as many of the general education requirements as they can before entering the university. In addition, students should complete at least one year of mathematics (including the calculus requirement) and lower-division courses in a field in which they intend to fulfill the related concentration requirement. Students should call or write the department to determine if computer courses they have taken can be counted toward CIS major requirements.

While it is hoped that students can complete the major in six terms, the necessity of sequential completion of the required courses may make it difficult for some transfer students or students working toward a second bachelor's degree to do this. See the Sample Program for Transfer Students later in this section.

Major Requirements

Computer and Information Science. 55 credits, of which 24 must be completed in residence at the University of Oregon. The program for majors begins with Computer Science I, III, (CIS 210, 211, 212) and Computer Science Laboratory I, III (CIS 220, 221, 222). These courses and laboratories introduce students to the principles of computer and the fundamental concepts of hardware and software. In addition, students receive training in the techniques and tools needed for advanced
Grading Policies. CIS core courses—CIS 210-212, 220-222, 313-315, 422, and 425—and core courses in mathematics—Calculus I,II,III (MATH 251, 252, 253) and Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233) or Mathematical Structures I,II,III (MATH 271, 272, 273)—must be passed with letter grades of C– or better. Other courses required for the degree and the 20 elective credits in CIS courses may be taken for letter grades or pass/no pass (P/N). Grades of at least C– or P must be earned in these courses.

The instructor's consent is required before prerequisites for a course may be waived. Prerequisites for CIS core courses must be completed with the minimum grades listed above. If minimum grade requirements are not met, a student must submit a petition to the CIS department to continue in the major sequence. The petition must include support from the instructor who gave the low grade. Consultation with the student's adviser is recommended before a petition is submitted. Students may request exceptions to requirements by written petition. Factors such as faculty recommendations and improved performance are considered. Petitions are available in the department office.

Sample Program

**Freshman Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233)</td>
<td>9-12</td>
</tr>
<tr>
<td>College Composition I (WR 121)</td>
<td>3</td>
</tr>
<tr>
<td>Science, arts, and letters, or social science classes</td>
<td>9-12</td>
</tr>
<tr>
<td>Electives</td>
<td>18</td>
</tr>
</tbody>
</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Computer Science I,II,III (CIS 210, 211, 212)</td>
<td>12</td>
</tr>
<tr>
<td>and Computer Science Laboratory I,II,III (CIS 220, 221, 222)</td>
<td>15</td>
</tr>
<tr>
<td>Calculus I,II,III (MATH 251, 252, 253)</td>
<td>12</td>
</tr>
<tr>
<td>College Composition II or III (WR 122 or 123)</td>
<td>3</td>
</tr>
<tr>
<td>CIS science requirements</td>
<td>12</td>
</tr>
<tr>
<td>Lower-division courses in related concentration</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

**Junior Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Information Structures (CIS 313), Computer Organization (CIS 314), and two CIS courses chosen from Software Methodology I (CIS 422), Survey of Programming Languages (CIS 425) or upper-division CIS electives</td>
<td>20</td>
</tr>
<tr>
<td>Scientific and Technical Writing (WR 320) or Business Communications (WR 321)</td>
<td>3</td>
</tr>
<tr>
<td>Science, arts, and letters, or social science classes</td>
<td>9-12</td>
</tr>
<tr>
<td>Upper-division courses in related concentration</td>
<td>6</td>
</tr>
<tr>
<td>Upper-division mathematics elective</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>9-12</td>
</tr>
</tbody>
</table>

**Senior Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five CIS courses selected from Software Methodology I (CIS 422), Survey of Programming Languages (CIS 425), or upper-division CIS electives</td>
<td>20</td>
</tr>
<tr>
<td>Upper-division electives</td>
<td>7-9</td>
</tr>
<tr>
<td>Electives</td>
<td>13-15</td>
</tr>
</tbody>
</table>

The sample program for transfer students and for students working toward a second bachelor's degree is much more intensive than the program for beginning freshmen. A seven-term sample program follows:

Sample Program for Transfer Students

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science I,II,III (CIS 210, 211, 212)</td>
<td>15</td>
</tr>
<tr>
<td>Computer Science Laboratory I,II,III (CIS 220, 221, 222)</td>
<td>15</td>
</tr>
<tr>
<td>Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233)</td>
<td>9-12</td>
</tr>
<tr>
<td>Calculus I,II,III (MATH 251, 252, 253)</td>
<td>12</td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Information Structures (CIS 313), Computer Organization (CIS 314), Algorithms (CIS 315), Software Methodology (CIS 422), Survey of Programming Languages (CIS 425), and one upper-division elective in CIS</td>
<td>24</td>
</tr>
<tr>
<td>Upper-division mathematics elective</td>
<td>3</td>
</tr>
<tr>
<td>Scientific and Technical Writing (WR 320) or Business Communications (WR 321)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four upper-division electives in computer science</td>
<td>16</td>
</tr>
<tr>
<td>Everyone associated with the discipline recognizes the dynamic nature of computer science. It is likely, then, that occasional curricular modifications will be necessary. While every effort is made to avoid disruption of the program of students who are actively pursuing degrees, substitutions and improvements in CIS courses should be anticipated.</td>
<td></td>
</tr>
</tbody>
</table>

Honors Program

Students with a 3.50 grade point average (GPA) in computer and information science and a cumulative GPA of 3.00 are encouraged to apply to the department honors program when they have completed Introduction to Information Structures (CIS 313), Computer Organization (CIS 314), and Algorithms (CIS 315). To graduate with honors a student must write a thesis under the supervision of a faculty member. This thesis must be completed at least one term before the term of graduation. An honors committee reviews the courses taken during the senior year before making a final decision on the granting of the honors distinction.

Minor Requirements

The minor in computer and information science requires completion of 27 credits, of which 12 must be in upper-division courses. The following courses are required: Computer Science I,II,III (CIS 210, 211, 212), Computer Science Laboratory I,II,III (CIS 220, 221, 222), and Introduction to Information Structures (CIS 313). Courses applied to the minor must be completed with grades of C– or better. CIS 409 may not be used to fulfill requirements for the minor.

Students who want a CIS minor should register their intention on applications available in the CIS office before enrolling in CIS 313 or other upper-division CIS courses. This allows the students to consult a faculty adviser and prepare a minor program.
Before graduating, the student must supply the Department of Computer and Information Science with an up-to-date transcript.

GRADUATE STUDIES
The Department of Computer and Information Science offers programs leading to the degrees of master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.).

Cognitive Science
By association with the Institute of Cognitive and Decision Sciences, the department offers graduate degrees with an option in that area. Specific research within the department includes visual perception (in conjunction with the Department of Psychology) and issues in artificial intelligence and expert systems. For more information, see the Institute of Cognitive and Decision Sciences in the Research Institutes section of this bulletin.

Master's Degree Program
Admission. Admission to the master of science (M.S.) degree program in computer and information science is competitive. It is based on prior academic performance, Graduate Record Examinations (GRE) scores, and computer science background. Minimum requirements for admission (graduate master's status) are:
1. Documented knowledge of the following:
   a. Principles of computer organizations
   b. Assembly and structured programming languages
   c. Program development and analysis
   d. Data structures
2. GRE score on the general test is required; the computer science test is recommended, especially for applicants seeking graduate teaching or research assistantships
3. A score of at least 575 on the Test of English as a Foreign Language (TOEFL) is required, especially for applicants seeking graduate teaching or research assistantships
4. Up to 12 credits in Thesis (CIS 503) or Final Project (CIS 609)
5. Experimental Courses (CIS 610), which are new courses pending permanent approval
6. A related physics course, Physics of Semiconductors (PHYS 532)

Grade Requirements. All 28 core-area credits must be passed with grades of B- or better. Up to 12 of the 28 elective credits may be taken pass/no pass (PN); graded elective courses must be passed with grades of mid-C or better. A 3.00 grade point average (GPA) must be maintained for all courses taken in the program.

M.S. Thesis. The research option requires a written thesis and enrollment for 9–12 credits in Thesis (CIS 503). Thesis research, usually occupying at least one year, should be undertaken with one or more supervising faculty members. The M.S. thesis is expected to be scholarly and to demonstrate mastery of the practices of computer science. This option is strongly recommended for students who plan subsequent Ph.D. research.

M.S. Project. The project option requires a master's degree project and enrollment for up to 12 credits in Final Project (CIS 609). Supervised by a faculty member, the project may entail a group effort involving several M.S. students. The project is subject to approval by the department's graduate affairs committee.

Accelerated Master of Science Program
This program is open to students who earn a B.S. degree in computer and information science at the University of Oregon and who want to enter the master's program. At the time of graduation, applicants must have completed Operating Systems (CIS 415) and Computer Architecture (CIS 429) and must have a 3.00 grade point average in all upper-division CIS courses.

Admission procedure. Application to the master's degree program should be made by March 1 of the graduation year. If the above criteria are met when the B.S. is granted, admission to the master's program is automatic and the number of credits required for the master's degree is reduced to 45. Candidates for the degree must complete the 28-credit core area for breadth and depth.

Doctoral Degree Program
The doctor of philosophy in computer and information science is above all else a degree of quality that is not conferred simply for the successful completion of a specified number of courses or years of study. It is a degree reserved for students who demonstrate both a comprehensive understanding of computer and information science and an ability to do creative research.

Admission. Qualified applicants are granted conditional admission to the Ph.D. program for the period during which they are preparing for the qualifying examination that tests their experience at the level equivalent to the department's M.S. degree. This examination tests the candidate's competency in theory of computation, architecture and operating systems, and programming languages. During the one-day examination, two hours of testing are devoted to each of the three areas. Questions emphasize the candidate's analytic and critical abilities and comprehension of basic material rather than computational skills or memorization. A diagnostic examination may be taken the first time it is offered after the candidate's admission. The qualifying examination should be passed within the first two successive attempts.

Application materials should be submitted by March 1 for admission fall term.

Advisory Committee. After passing the qualifying examination and being admitted to the Ph.D. program, a student must select a Ph.D. faculty adviser. The faculty adviser is usually someone who has expertise in one or more areas of research in which the student expects to concentrate. The student and the Ph.D. adviser then form a Ph.D. advisory committee, usually headed by the faculty adviser. Together the student and the advisory committee formulate a plan of study to complete the remaining requirements for the Ph.D. degree.

Degree Requirements. Candidates for the Ph.D. degree must complete the following requirements:
1. Meet all requirements set by the Graduate School as listed in that section of this bulletin
2. Complete a course of study in a secondary area consisting of at least three related courses, either inside the department or outside, with the approval of the student's advisory committee. These courses must carry graduate credit and must be outside the student's major area of research
3. Students entering the program without an M.S. degree in computer science must complete, in residence, five core courses plus two depth courses in the department's master's degree program. The depth courses, if outside the student's major area of research, satisfy the secondary-area requirement listed above
4. Take an area qualifying examination, administered by the student's advisory committee, that emphasizes the basic material in the student's area or areas of research concentration
5. Select a dissertation adviser to direct the Ph.D. dissertation research. The student, the dissertation adviser, and the Graduate School then form a dissertation committee
6. Submit a satisfactory thesis proposal and pass an oral examination on it. Passing this examination advances the student to candidacy.

7. Complete a written dissertation containing substantial, original research in computer and information science and present it to the dissertation committee. The dissertation must be approved by this committee. The student must then make a formal oral presentation of the dissertation. The course of study leading to a Ph.D. degree typically requires four or five years beyond the bachelor’s degree.

Research Areas. It is important that a Ph.D. student be able to work effectively with at least one dissertation adviser. Hence, the student should identify, at an early stage, one or more areas of research to pursue. The student should also find a faculty member with similar interests to supervise the dissertation.

COMPUTER AND INFORMATION SCIENCE COURSES (CIS)

120 Concepts of Computing: Information Processing (3) Introduction to the science of information representation and manipulation. Topics include hardware and software, operating systems, programming languages, data and program representation, communications, and social issues. Prereq: MATH 111.

121 Concepts of Computing: Computers and Computation (3) Introduces several areas of study in computer science including user interfaces, logic and circuitry, programming and program translation, and artificial intelligence. Programming using HyperCard. CIS 120 recommended. Prereq: MATH 111.


131 Introduction to Business-Information Processing (4) Introduction to information systems technology and the role of business-information processing systems in organizations. Application of software tools (spreadsheet data manager and word processor) to business problem solving. Prereq: MATH 111 or two years of high school algebra.

133 Introduction to Numerical Computation with FORTRAN (4) Basic concepts of problem analysis, algorithm design, and solution. Programming a computer using the language FORTRAN. Prereq: MATH 111 and a CIS course or equivalents.

134 Problem Solving in Pascal (4) Basic concepts of problem analysis and computation; programming a computer using the language Pascal. Prereq: MATH 111 and a CIS course or equivalents. Students cannot receive credit for both CIS 122 and 134.

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies in Computer Science: [Term Subject] (1–3) Topics vary with the interests and needs of students and faculty members. Typical subjects have included programming in various languages and problem solving with microcomputers.

200 Innovative Education: [Term Subject] (1–3R)

210, 211, 212 Computer Science I, II, III (3, 3, 3S) Basic concepts of computer science for majors and others wanting a strong introduction to computer science fundamentals. Computability, algorithms, data structures, design principles, system organization. Prereq: four years of high school mathematics or MATH 111 or instructor's consent; coreq: CIS 220, 221, 222.

220, 221, 222 Computer Science Laboratory I, II, III (2, 2, 2S) Laboratory building on and consolidating concepts from CIS 210, 211, 212. Programming exercises and increasingly sophisticated projects in a functional and procedural programming language; assembly language. No prior programming experience assumed. Coreq: CIS 210, 211, 212.

234 Advanced Numerical Computation (4) Problem solving for scientific computing using FORTRAN. Topics include data representation, algorithm development, numerical computation, string manipulation, and programming language issues. Prereq: CIS 133 or 210.

242 Business-Data Processing (4) Introduction to the programming language COBOL and fundamentals of business-information processing. Prereq: a prior CIS course in programming, or CIS 131 and departmental consent.

313 Introduction to Information Structures (4) Concepts of information organization, methods of representing information in storage, techniques for operating upon information structures. Prereq: CIS 212, MATH 232.

314 Computer Organization (4) Introduction to computer organization and instruction-set architecture—digital logic design, binary arithmetic, design of central processing unit and memory, microprogramming, machine-level programming, virtual memory, and semaphores. Prereq: CIS 212, MATH 231.


342 File Processing (4) Approaches to file design, methods of representing data on external devices, techniques for operating on different file structures. Prereq: CIS 313.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–21R)

403 Thesis (1–12R) P/N only

405 Reading and Conference: [Term Subject] (1–12R)

406 Field Studies (1–21R)

407/507 Seminar: [Term Subject] (1–5R) New courses are offered under this number the first year or two, before final definition of the courses and pending permanent university and Oregon State Board of Higher Education approval.

413 Information Structures (4) Second course in information structures; complex structures, storage management, sorting and searching, hashing, storage of texts, and information compression. Prereq: CIS 315 or instructor's consent.


422/522 Software Methodology I (4) Analysis and structured design specification, system testing. Advanced development environments designed to create awareness of system engineering concepts and tools. Student teams complete three analysis, design, and programming projects. Departmental approval required for nonmajors. Coreq: CIS 315.

423 Software Methodology II (4) Application of concepts and methodologies covered in CIS 422/522. Student teams complete a large system design and programming project. Final system specification, test plan, user documentation, and system walk-throughs required. Prereq: CIS 422/522.

425 Survey of Programming Languages (4) History, design, implementation of programming languages, emphasizing principles of evaluation. Survey of current and modern programming languages: FORTRAN, ALGOL-60, Pascal, Ada, LISP, Smalltalk, PROLOG. Prereq: CIS 313.

429 Computer Architecture (4) RISC (Reduced Instruction-Set Computer) and CISC (Complex Instruction-Set Computer) design, high-performance processor design, storage hierarchies, pipelining, vector processing, networks, performance analysis. Prereq: CIS 313, 314.

435 Business-Information Systems (4) Designs of the most common organizational information processing systems, including batch-processing, interactive, and data base. The systems development process; systems analysis and design. Prereq: CIS 242, 313.

441/541 Computer Graphics (4) Introduction to the hardware, geometrical transforms, interaction techniques, and shape representation schemes that are important in interactive computer graphics. Programming assignments using contemporary graphics hardware and software systems. Prereq: CIS 313; pre- or coreq: CIS 314.

443/543 User Interfaces (4) Introduction to user interface software engineering. Emphasis on theory of interface design, understanding the behavior of the user, and implementing
622 Theory of Computation: Computability
   (4) Properties of algorithmic computation.
   Formal models of computation: Turing computability, recursive functions, computability and decidability. Prereq: CIS 621.

624 Structure of Programming Languages
   (4) Syntax and semantics, comparison and design of programming languages. Includes readings about features of Pascal, ALGOL, Ada, LISP, Smalltalk, PROLOG, and FP.

629 Computer Architecture
   (4) Advanced readings in computer architecture research. Topics may include storage hierarchies, input-output subsystems, instruction- and data-level parallelism, symbolic computation, multiprocessor networks and consistency algorithms, performance modeling. Prereq: CIS 415.

630 Advanced Operating Systems
   (4) Principles of operating systems for multiprocessor and distributed computer systems: concurrent programming, synchronization, communication, process scheduling and migration, reaching agreement, time. Prereq: CIS 629.

631 Parallel Processing
   (4) Review of computer science from a parallel processing point of view; parallel models of computation, parallel computer architecture; parallel programming languages, parallel algorithms. Prereq: instructor's consent.

632 Computer and Information Networks
   (4) Basic technology, components, and functioning of computer and information networks. Topological considerations, routing and control of information flow in networks; methods of transmission, error control, and message protocols. Prereq: CIS 629.

641 Advanced Computer Graphics
   (4) Computer graphics techniques for realistic image synthesis: scan conversion, clipping, hidden surface algorithms, illumination modeling, and color perception. Prereq: CIS 441/541 or instructor's consent.

650 Software Engineering
   (4) Examines recent models and tools in software engineering including modifications to the traditional software life-cycle model, development environments, and speculative view of the future role of artificial intelligence.

651 Data-Base Systems

671 Artificial Intelligence
   (4) Basic ideas and goals of artificial intelligence. Heuristic problem-solving search; learning and theorem-proving techniques; rule-based systems. Prereq: CIS 315 or instructor's consent.

674 Visual Information Processing
   (4) Computer extraction and identification of objects in visual scenes. Fundamental techniques, current topics, and contemporary systems. Prereq: CIS 671, instructor's consent.

675 Natural Language Processing
   (4) Technical and theoretical problems of natural language understanding and generation. Articulation, representation, and utilization of prior knowledge (conceptual, epistemic, lexical), cognitive context, and discourse assumptions. Prereq: CIS 671 or instructor's consent.
EAST ASIAN LANGUAGES AND LITERTURES

308 Friendly Hall
Telephone (503) 346-4005
Wendy Larson, Department Head

FACULTY


Emerita


The data in parentheses at the end of each entry is the first year on the University of Oregon faculty.

UNDERGRADUATE STUDIES

The Department of East Asian Languages and Literatures offers undergraduate programs in Chinese and Japanese languages and literatures. Each program enables students to achieve proficiency in reading, writing, and speaking the language and to acquire a fundamental knowledge of the literature of the country. Students must receive a grade of C– or better to advance to the next course in Chinese or Japanese language sequences.


Preparation. Students considering a major in Chinese or Japanese should decide their major at the earliest possible stage so that they can satisfy the requirements in the standard four years of undergraduate study. Background in languages, literature, or history at the high school or community college level constitutes good preparation for the student majoring in Chinese or Japanese.

Careers. A major in Chinese or Japanese prepares a student for graduate study in the humanities, social sciences, and professional schools and also for careers in business, teaching, law, journalism, and government agencies. Career options for people with knowledge of Chinese or Japanese are steadily increasing.

MAJOR REQUIREMENTS

Chinese. Forty-five graded credits are required in courses beyond the second-year level including Third-Year Chinese (CHN 301, 302, 303), Introduction to Chinese Literature (CHN 305, 306, 307), Fourth-Year Chinese (CHN 411, 412, 413), and Literary Chinese (CHN 436, 437, 438). The remaining 3 credits may be earned in another upper-division Chinese language, literature, or linguistics course or in a comparative literature course when the topic is Chinese literature. Students are encouraged to take courses involving Chinese culture in other disciplines such as history, religious studies, and art history.

Japanese. Forty-five graded credits are required in courses beyond the second-year level, including Third-Year Japanese (JPN 301, 302, 303), Introduction to Japanese Language (JPN 305, 306, 307), Fourth-Year Spoken Japanese (JPN 411, 412, 413), and Fourth-Year Reading and Writing Japanese (JPN 414, 415, 416). The remaining 3 credits may be earned in any other upper-division Japanese language and literature course or in a comparative literature course when the topic is Japanese literature. Students are encouraged to take courses involving Japanese culture in other disciplines such as history, religious studies, and art history. Any course for which a grade lower than C– is received does not count toward the major.

Honors

Graduation with departmental honors is approved for students who:

1. Earn a cumulative GPA of 3.50 or better in all university work
2. Earn a cumulative GPA of 3.75 or better in major course work
3. Complete, under the supervision of a faculty member, a senior thesis to be judged by the thesis director and one other faculty member in the department

Students must enroll for at least 6 pass/no pass credits in the student major in the senior year of study. Early and accelerated introduction to the major is strongly recommended.

Overseas Study

The University of Oregon has one overseas study program in China and five in Tokyo, Japan. Students in all University of Oregon overseas study programs are required to enroll in courses with prefixes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the Special Studies section of this bulletin.

EAST ASIAN LANGUAGES AND LITERATURES COURSES (EALL)

196 Field Studies (1–2R)
198 Workshop: [Term Subject] (1–2R)
199 Special Studies: [Term Subject] (1–3R)
200 Innovative Education: [Term Subject] (1–3R)
201, 202, 203 Second-Year Chinese (5, 5, 5) Training in aural-oral skills designed to build listening comprehension and fluency. Development of proficiency in written Chinese. Prereq: one year of Chinese or equivalent. Continued training in listening, speaking,
reading, and writing. Prereq: two years of Chinese or equivalent.

305, 306, 307 Introduction to Chinese Literature (3,3,3) Survey ranging from early Confucian and Daoist classics through Tang and Song poetry, short fiction and novels, the 1919 May Fourth Movement writers, and into the contemporary period. All readings in English.

350 Women in Chinese Literature (3) Major works in Chinese literature, past and present, in terms of women's roles and their social milieu. Special emphasis on women writers. All readings in English.

399 Special Studies: [Term Subject] (1–4R) Topic varies from term to term. R for maximum of 12 credits.

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–4R)

403 Thesis (1–6R) Departmental honors students only. Prereq: instructor's consent. R for maximum of 6 credits.

405 Reading and Conference: [Term Subject] (1–21R) Prereq: instructor's consent.

406 Field Studies (1–21R)

407/507 Seminar: [Term Subject] (1–3R) Studies and projects in Chinese literature, linguistics, or pedagogy. Sources are in Chinese, English, or both. R when topic changes.

408/508 Workshop: [Term Subject] (1–21R)

409 Practicum: [Term Subject] (1–3R) Prereq: instructor's consent. R for maximum of 18 credits.

410/510 Experimental Course: [Term Subject] (1–5R) Prereq: instructor's consent.

411/511, 412/512, 413/513 Fourth-Year Chinese Literature (3,3,3) Study of contemporary Chinese using written and spoken forms. Prereq: three years of Chinese or instructor's consent.

431/531, 432/532, 433/533 Advanced Chinese (3,3,3S) Exclusive use of authentic materials, both spoken and written. Prereq: four years of Chinese or instructor's consent.

436/536, 437/537, 438/538 Literary Chinese Literature (3,3,3) Readings in various styles and genres of classical Chinese literature; stress on major works of different periods. Preparation for research.

441/541 Structure of the Chinese Language (3) Survey of the basic linguistic characteristics of Chinese including phonology, orthography, morphology, syntax, dialects, and sociolinguistics. Prereq: two years of Chinese, LING 290 or 421/521 or comparable basic linguistic background.

443/543 Teaching Chinese as a Foreign Language I (3S) Examines some major concerns in Chinese language education. Readings include the most recent research on selected topics. Prereq: CHN 441/541, recent LING 444/454 or equivalent, three years of Chinese.

444/544 Teaching Chinese as a Foreign Language II (3S) Topics in curriculum design and instructional material development. Emphasizes practical application of teaching theories. Prereq: CHN 443/543.

446/546, 447/547, 448/548 Advanced Literary Chinese (3,3,3S) Continued readings in various styles and genres of classical Chinese literature. Prereq: CHN 438/538 or instructor's consent.

450/550 Chinese Bibliography (2) Reference works in Chinese studies covering Western sinology, major sources in Chinese, and training in research methods. Prereq: two years of Chinese or instructor's consent.

503 Thesis (1–6R) P/N only

601 Research (1–4R) P/N only

603 Dissertation (1–6R) P/N only

605 Reading and Conference: [Term Subject] (1–16R) Prereq: instructor's consent. R as student projects warrant.

606 Field Studies (1–16R) Prereq: instructor's consent.

609 Practicum: [Term Subject] (1–3R) Prereq: instructor's consent. R for maximum of 18 credits.

JAPANESE COURSES (JPN)

101, 102, 103 First-Year Japanese (5,5,5) Provides thorough grounding in listening, speaking, reading, and writing Japanese. Special stress on aural-oral skills. For beginners or by placement.

104, 105, 106 Accelerated Japanese (8,8,8) Intensive course in all basic Japanese language skills with stress on acquisition of grammatical patterns and reading proficiency. Prereq: previous study of Japanese or instructor's consent.

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

201, 202, 203 Second-Year Japanese (5,5,5) Continuation of JPN 101, 102, 103. Additional training in oral-aural skills designed to build listening comprehension and fluency. Development of basic proficiency in reading and writing Japanese.

301, 302, 303 Third-Year Japanese (5,5,5) Provides a solid foundation in listening, speaking, reading, and writing. Prepares students for advanced study. Prereq: two years of Japanese or equivalent.

305, 306, 307 Introduction to Japanese Literature (3,3,3) Historical survey of Japanese literature from the premodern period to the present. Analysis and appreciation of major works, authors, and genres such as The Tale of Genji, Haiku, Kawabata, and Mishima. All readings in English.

399 Special Studies: [Term Subject] (1–3R) Prereq: instructor's consent. R for maximum of 12 credits.

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–4R) Prereq: instructor's consent. R for maximum of 12 credits.

403 Thesis (1–6R) Departmental honors students only. Prereq: instructor's consent. R for maximum of 6 credits.

405 Reading and Conference: [Term Subject] (1–21R) Prereq: instructor's consent.

406 Field Studies (1–21R)

407/507 Seminar: [Term Subject] (1–3R) Prereq: instructor's consent. R when topic changes.
ECONOMICS

435 Prince Lucien Campbell Hall
Telephone (503) 346-4661
Jo Anna Gray, Department Head

FACULTY


Barry N. Siegel, professor (monetary theory); director of undergraduate studies. B.A., 1951, Ph.D., 1957, California, Berkeley. (1961)


Adjunct

Cathleen S. Leue, adjunct assistant professor (labor, econometrics); director, Social Science Instructional Laboratory and Data Services Labo-


Emeriti

Robert Campbell, professor emeritus (history of thought). B.A., 1947, California, Berkeley; B.S., 1950, U.S. Merchant Marine Academy; Ph.D., 1953, California, Berkeley. (1952)


Paul B. Simpson, professor emeritus (mathematical economics). B.A., 1936, Reed; Ph.D., 1949, Cornell. (1949)


The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

UNDERGRADUATE STUDIES

Economics is the social science that studies the problem of using scarce resources to satisfy society's unlimited wants. The discipline is divided into two general areas—microeconomics and macroeconomics. Microeconomics explores questions about the way society should allocate resources; it applies to public policy in such areas as urban, environmental, health, and labor economics. Macroeconomics considers such questions as the causes of inflation and unemployment; it applies to such areas as monetary, developmental, and international economics.

The Department of Economics offers undergraduate work leading to a bachelor's degree. Students doing outstanding work in their major program may be eligible for departmental honors. The undergraduate courses in economics provide broad knowledge of the field as a part of the program of liberal education offered by the College of Arts and Sciences. They also give a substantial foundation in economics to students interested in professional graduate training in economics or in careers in business, law, government, or secondary school teaching. Students interested in more detailed information are encouraged to inquire at the department's peer advising office, 431 Prince Lucien Campbell Hall.

Preparation. Suggested preparation for entering freshmen is four years of high school mathematics. Prospective majors are strongly urged to satisfy their science group requirement with an introductory calculus sequence, to be taken in the freshman or sophomore year. Suggested preparation for two-year college transfers is (a) the equivalents of Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202) and (b) the equivalents of either Calculus I, II, III (MATH 251, 252, 253) or Calculus for Business and Social Science I, II (MATH 241, 242) and Introduction to Methods of Probability and Statistics (MATH 243).

Careers. Career opportunities for graduates in economics are found in federal, state, and local government agencies; various nonprofit organizations; and private industry. A bachelor's...
degree in economics provides an excellent background for admission to both law school and business school. Students with outstanding undergraduate academic records frequently go on to graduate work in economics, which leads to careers in higher education and economic research organizations.

**Major Requirements**

1. Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202). Should be completed by the end of the sophomore year.
2. Calculus for Business and Social Science I,II (MATH 241, 242) and Introduction to Methods of Probability and Statistics (MATH 243) or Calculus I,II,III (MATH 251, 252, 253). Should be completed by the end of the sophomore year.
3. Intermediate Microeconomic Theory I,II (EC 311, 312) and Intermediate Macroeconomic Theory (EC 313) or Advanced Microeconomic Theory I,II (EC 411, 412) and Advanced Macroeconomic Theory (EC 413). Should be completed by the end of the junior year.
4. Introduction to Econometrics (EC 420, 421) or Econometrics (EC 423, 424). Should be completed by the end of the junior year.
5. 27 additional credits in economics courses numbered 300 or above, with no more than 3 credits in Supervised Tutoring Practicum (EC 409) and at least 21 credits in courses numbered 400 or above (excluding EC 409). At least 12 of the 27 credits must be taken at the UO. All courses applied toward the economics minor must be completed with grades of C- or better.
6. Grades of C- or better in all courses taken to satisfy the major requirements.
7. No student who has previously received credit for a 400-level course can receive credit toward the economics major for a corresponding 300-level course. For example, if a student has previously received credit for one of the 400-level courses in international economics (EC 450, 481, 482), the student cannot use Introduction to International Economic Issues (EC 380) to satisfy part of the major course requirements.

**Program Suggestions for Majors**

1. Majors planning graduate study in economics and others with an appropriate mathematical background should satisfy the theory requirement with Advanced Microeconomic Theory I,II (EC 411, 412) and Advanced Macroeconomic Theory (EC 413) instead of Intermediate Microeconomic Theory I,II (EC 311, 312) and Intermediate Macroeconomic Theory (EC 313).
2. The department offers at least ten fields of specialization including money, urban and regional, public economics, resource and environmental, labor, international, economic development, and industrial organization. For most fields, one 300-level introductory course and several 400-level courses are offered (the 300-level courses are not generally prerequisites for the associated 400-level courses). To provide depth, it is recommended that the student take at least three courses in each of two fields.
3. Interested students should be aware of the university's five-year program combining an undergraduate departmental major and a master of business administration. Students should plan their programs early to meet the requirements of this combined program. More information is available in the College of Business Administration.

**Minor Requirements**

A minor in economics requires 24 credits distributed as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Economic Analysis: Microeconomics (EC 201)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Economic Analysis: Macroeconomics (EC 202)</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Microeconomic Theory I (EC 311)</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Macroeconomic Theory (EC 313)</td>
<td>3</td>
</tr>
<tr>
<td>Four additional upper-division 3-credit courses in economics (excluding EC 409 Practicum)</td>
<td>12</td>
</tr>
</tbody>
</table>

The four upper-division 3-credit courses must be taken at the UO. All courses applied toward the economics minor must be completed with grades of C- or better.

No student who has previously received credit for a 400-level course can receive credit toward the economics minor for a corresponding 300-level course.

**Graduation with Honors**

Qualified students may apply for graduation with honors in economics. Two requirements must be met:

1. Completion of upper-division economics courses with at least a 3.50 grade point average
2. Completion of a research paper, written under the guidance of a faculty member, for 3 credits in Research (EC 401). A copy of the completed paper, approved by the faculty advisor, must be presented to the department by Friday of the week before final examinations during the term the student plans to graduate.

Students who intend to satisfy these requirements should notify the director of undergraduate studies early in the term in which they plan to graduate.

**Graduate Studies**

The Department of Economics offers graduate work leading to the degrees of master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.). General information about graduate work at the University of Oregon is available in the Graduate School section of this bulletin. A detailed description of departmental degree requirements may be obtained from the department office.

Applicants for admission must submit the following to the department:

1. Scores on the Graduate Record Examinations (GRE)
2. Three letters of recommendation
3. Complete transcripts of previous work sent from the issuing institution

Applicants should have knowledge of mathematics equivalent to Calculus for Business and Social Science I,II (MATH 241, 242). Applicants whose native language is not English and who have not matriculated from an American university must also submit their scores on the Test of English as a Foreign Language (TOEFL).

**Master’s Degree**

The Department of Economics offers a master's degree program for students planning to teach in two-year colleges, seeking research careers in government or private industry, or pursuing advanced study in economics prior to additional graduate studies.

The program requires a minimum of 45 graduate credits, and students must meet the following departmental requirements:

1. Eighteen credits in economics, 12 of which must be in microeconomics.
2. Advanced Microeconomic Theory I,II (EC 511, 512) and Advanced Macroeconomic Theory (EC 513), to be completed within the first full academic year.
3. Four elective graduate courses in economics, at least two of which must be at the 600 level. EC 601, 603, 605, or 609 do not count as electives.
4. A minimum of 45 graduate credits, at least 39 of which must be in economics. Any credits taken outside the economics department must be approved by the master's degree adviser before they can be counted toward the 45-credit minimum. No more than 12 credits in EC 503, 601, 603, 605, or 609 may be applied to the 45-credit minimum.
5. Master's degree candidates must complete either a thesis or a research paper approved by two department members on a topic from the area of economics in which a 600-level field course has been taken. A prospectus for the thesis or research paper, for a minimum of 3 credits in Research (EC 601), must be approved by the candidate's committee prior to the term in which the thesis or research paper is approved. In addition to the 3 credits for the prospectus, a minimum of 6 credits of EC 601 is required for the research paper or 9 credits of EC 503 for the thesis.

All courses taken to satisfy the master's degree requirements (except EC 503, 601, 603, 605, and 609), must be taken for letter grades with at least a 3.00 overall grade point average.

All master's degree requirements must be completed within a five-year period. The master's degree typically requires five to six terms of full-time work. A few well-qualified students have completed requirements for the degree in four terms, including a term spent completing the research paper or thesis.

**Interdisciplinary Program in Environmental Studies**

An interdisciplinary master's degree focusing on environmental studies is available through the Interdisciplinary Studies: Individualized Program (IS/IP) in the Graduate School. The program requires graduate courses in geography, planning, public policy and management, biology, and economics, among others.

Address inquiries to the Director, Environmental Studies Program, 104 Condon Hall.
ECONOMICS COURSES (EC)

101 Economics of Current Social Issues (3) Examines social issues with the aid of a few basic economic concepts. May include film series presented by well-known economists.

199 Special Studies: [Term Subject] (1-3R) P/N only. Optional tutorial sections that may be taken in conjunction with EC 201, 202.

201 Introduction to Economic Analysis: Microeconomics (3S) First term of introductory sequence in principles of economics. MATH 111 recommended.

202 Introduction to Economic Analysis: Macroeconomics (3S) Second term of introductory sequence in principles of economics.

203 Introduction to Economic Analysis: Applications to Current Issues (3S) Third term of introductory sequence in principles of economics. Policy applications.

204 (H) Microeconomics (Honors) (3) Principles of microeconomic analysis; focus is on demand and supply behavior in a decentralized market economy.

205 (H) Macroeconomics (Honors) (3) Principles of macroeconomic analysis; focus is on determination of unemployment, inflation, and aggregate output.

311,312 Intermediate Microeconomic Theory I,II (3,3S) 311: consumer and firm behavior, market structures. Students cannot receive credit for both EC 311 and FINL 311.

312: general equilibrium theory, welfare economics, collective choice, rules for evaluating economic policy. Prereq: EC 201, MATH 111, EC 311 or FINL 311.

313 Intermediate Macroeconomic Theory (3) Determination of aggregate income, employment, and unemployment; evaluation of macroeconomic policies. Prereq: EC 311.

330 Urban and Regional Economic Problems (3) Topics may include urban and metropolitan growth, land use, poverty, education systems, slums and urban renewal, transportation, crime, and pollution and environmental quality. Prereq: EC 201, 202. McMillen, Whitelaw.


350 Labor Market Issues (3) Topics may include the changing structure of employment, the minimum wage, the dual labor market hypothesis, collective bargaining, discrimination, and health and safety regulation. Prereq: EC 201, 202. Singell, Stone.

360 Issues in Industrial Organization (3) Topics may include analysis of market power, trends in industrial structure, the role of advertising, pricing policies and inflation, impact of social regulation (e.g., OSHA, EPA), and international comparisons. Prereq: EC 201, 202. Akin, L. Johnson, Wilson.

370 Money and Banking (3) Operations of commercial banks, the Federal Reserve System, and the Treasury that affect the United States monetary system. Prereq: EC 201, 202. Goldstein, Gray, Siegel. Students cannot receive credit for both EC 370 and FINL 314.


390 Problems and Issues in the Developing Economies (3) Topics may include the role of central planning, capital formation, population growth, agriculture, health and education, interaction between economic and cultural change, and the "North-South" debate. Prereq: EC 201, 202. Griffin.

401 Research (1-21R)

405 Reading and Conference: [Term Subject] (1-21R)

407/507 Seminar: [Term Subject] (1-5R) The seminars offered vary from year to year depending on interests and needs of students and on availability of faculty members.

408/508 Workshop: [Term Subject] (1-21R)

409 Supervised Tutoring Practicum: [Term Subject] (1-3R) P/N only. Credit may be given for participation in the department's peer advising program.

410/510 Experimental Course: [Term Subject] (1-5R)


413/513 Advanced Macroeconomic Theory (3) Advanced theory about the determination of aggregate income, employment, unemployment; evaluation of macroeconomic policies. Prereq: EC 411/511. P. Johnson, Thoma.


423/523, 424/524, 425/525 Econometrics (3,3S) Regression problems of autocorrelation, heteroskedasticity, multicollinearity, and lagged dependent variables; special single-equation estimating techniques; the identification of parameters in a simultaneous equation setting; development of simultaneous equation estimating procedures; the properties of these estimators; applications of these procedures to the problem of obtaining estimates of structural parameters in economic models containing many equations. Prereq: statistics and instructor's consent. Grove, Haynes, McMillen.

HIST 424/524, 425/525 Economic History of Modern Europe (3,3) See History.

429/529 Topics in Mathematical Economics (3) Mathematical formulations of economic theory, linear programming, elementary growth models, matrices, stability analysis and equilibrium behavior under uncertainty, production functions, and Slutsky equation analysis of consumer demand. Prereq: EC 201, 202 and elementary calculus. Grove, Kang, Kolpin.
430/530 Urban and Regional Economics (3) Location theory; regional analysis; urbanization and metropolitan growth; intraurban rent, location and land use, size distribution of urban areas; welfare economics, political economy, and urban problems. Prereq: EC 201, MATH 111, 112 or equivalents. EC 311, 312 recommended. McMillen, Whitelaw.

431/531 Issues in Urban and Regional Economics (3) Race and poverty; education systems, de facto segregation, housing, residential segregation, slums and urban renewal; transportation, financing local government; crime; environmental quality; urban planning. Prereq: EC 201 or 202. Whitelaw.

432/532 Economy of the Pacific Northwest (3) Location factors influencing development of the region's major industries; recent changes in income and population; problems and governmental policies in the areas of taxation, environment, and planning. Prereq: EC 201 or 202.


441/541 Public Finance (3) Public budgeting, detailed consideration of the principles of taxation and expenditure, analysis and comparison of various forms of taxation, government enterprises. Prereq: EC 201, 202. Kolpin, McMillen.

450/550 Labor Economics (3) Supply and demand for labor wage determination under various market structures, low-wage labor markets, segmentation, the role of trade unions, wage differentials, discrimination, and the nature of work. Prereq: EC 201, 202; EC 311 recommended. Singell, Stone.

451/551 Topics in Labor Economics (3) Theories of unemployment, alienation, inequality, human resources, and the impact of unions on economic policy affecting labor markets, particularly policies and institutions relating to unemployment. Prereq: EC 201, 202.

460/560 Theories of Industrial Organization (3) Theories, quantitative measures, and institutional descriptions of the structure, conduct, and results that characterize American industry. Emphasis is on the determinants and consequences of market power. Prereq: EC 201, 202. Eakin, L. Johnson, Wilson.

461/561 Industrial Organization and Public Policy (3) Major policy instruments that have been developed to cope with social problems created by market power. The two principal instruments are antitrust and income policy. Prereq: EC 201, 202. Eakin, L. Johnson, Wilson.


470/570 Monetary Policy (3) Federal Reserve System strategies and methods of monetary and credit control. Effects of federal policies on prices, output, and employment. Prereq: EC 370 or FINL 314; EC 313 or 413 recommended. Siegel.

471/571 Monetary Theory (3) Monetary theories of income, employment, and the price level. Critiques of Keynesian and classical analysis. Prereq: EC 311, 313 or EC 411, 413. Siegel.


481/581 International Trade (3) Theories of international trade, direction of trade flows, determination of prices and volumes in international trade, tariffs, quotas, customs, unions, free versus restricted trade. Prereq: EC 201, 202; EC 311, 313 recommended. Goldstein, Stone.

482/582 Issues in International Economic Policy (3) International financial and goods markets, economic relationships between developed and developing countries, international institutions (International Monetary Fund, World Bank, General Agreement on Tariffs and Trade). Prereq: EC 380 or 480/580. Goldstein, Haynes, Mikesell.

483/583 Economics of the Pacific Rim (3) A case study approach focusing on particular countries, on specific goods or commodities, and on specific types of government intervention. Prereq: EC 201, 202 or instructor's consent.


491/591 Issues in Economic Growth and Development (3) Economic issues in developing countries, including use of central planning or markets, capital formation, agriculture, population growth, health and education systems, and the "North-South debate." Prereq: EC 201, 202. Griffin.

493/593 The Evolution of Economic Ideas (3) Economic thought from the ancient world to the 20th century. Major schools of economic thought and their relationship to social ideas of their times. Prereq: EC 201, 202, 311, 312, 313. Siegel.

494/594 Issues in Modern Economic Thought (3) Contemporary works that have been, or are, influential in shaping economic policy. Linkages among current comprehensive social theories and their relationship to earlier ideas. Prereq: EC 201, 202. Siegel.

503 Thesis (1-16R) P/N only

601 Research (1-16R) P/N only
ENGLISH

118 Prince Lucien Campbell Hall
Telephone (503) 346-3911
Richard L. Stein, Department Head

FACULTY


Emeriti


Ruth F. Jackson, senior instructor emerita. B.A., 1929, M.A., 1933, Oregon. (1955)


The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

UNDERGRADUATE STUDIES

The Department of English offers instruction in English literature, American literature, writing, English linguistics, folklore, and the literatures of ethnic minorities. Its lower-division courses provide training in writing and introduce the student to literature as a humanistic discipline. Its upper-division courses emphasize the humanistic values that emerge from studying literature and allied disciplines analytically and in depth.

Careers. The study of English opens doors to many careers. All fields of endeavor place a high value on the ability to read intelligently and to write clearly. The English major may lead most directly to careers in education, journalism, and communications; it is also highly regarded as undergraduate training for law, government, social work, community service, and business. Indeed, the ability to handle the language with clarity and cogency is the one skill most frequently cited by business professionals as desirable. A major in English, with judiciously selected electives, prepares students not only to find that essential first job but also to possess the breadth of outlook and depth of perspective that become increasingly important in subsequent phases of their careers.

Major Requirements

The Department of English expects its majors to acquire knowledge of English and American literature. In addition, it expects its majors to gain a sense of history and a reading knowledge
of at least one foreign language. Majors should construct their programs in consultation with an adviser. The major requirements for the degree of bachelor of arts (B.A.) in the Department of English are as follows:
1. Satisfaction of the university language requirement for the B.A. degree
2. A three-course lower-division survey (9 credits) chosen from ENG 107, 108, 109 or ENG 204, 205, 206 or ENG 253, 254, 255
3. 6 credits in Shakespeare courses chosen from ENG 201, 202, 203
4. 3 credits in lower-division literature (excluding ENG 104, 105, 106), which may include a third term of Shakespeare or a course from 2 above
5. The courses above must be passed with grades of C- or P (pass) or better
6. 36 credits in upper-division courses with grades of C- or better, distributed as follows:
   a. 3 credits of early English literature (pre-1500)
   b. 9 credits of literature from 1500 to 1789
   c. 9 credits of literature from 1789 to the present
   d. 3 credits of literary theory or criticism (not limited to ENG 300)
   e. 3 credits in folklore, ethnic literature, or women and literature
   f. 9 additional credits of upper-division electives in literature or writing or a combination of both. No more than 6 credits of ENG 406, 407 or CRWR 451, 452, 453 can be used to fulfill this requirement

Minor Requirements
The minor in English requires 24 credits of course work in American or English literature and writing, 15 of which must be upper division. ENG 200, 400, 401, 403, 408 (but not WR 408), 409, credit for the College-Level Examination or Advanced Placement, and courses taken to fulfill the university composition requirement may not be used to satisfy requirements for the minor. The 24 credits must include a university-approved three-course English cluster and at least one more literature course for a minimum of 12 credits in literature.

Lower-division courses must be passed with grades of C- or P (pass) or better, upper-division courses with grades of C- or better.

Honors Program in English
This program is designed to provide qualified undergraduate majors with special educational opportunities. During the sophomore and junior years, honors students participate in honors seminars on topics announced at the beginning of each academic year. During the senior year, honors students work on an extended writing project of their own choosing, under the direction of one or two faculty members. The honors program is fully compatible with courses and requirements in the department.

Honors Program Admission. Students are recommended by a faculty member for admission to the honors program during their sophomore year. However, admission is possible as late as the junior year. Entry into the program is determined by the honors program director after a review of the student’s achievement in literature courses and other evidence of superior academic ability.

Honors Degree Requirements. Two or three honors seminars should be taken during the sophomore and junior years.

By the end of the junior year, a prospectus for the senior honors project should be submitted to the program chair. Honors seniors enroll in Thesis (ENG 403) during the first two terms of their senior year. The senior honors project consists of a thirty- to forty-page essay, creative work, or the equivalent, and is due at the end of the second term of ENG 403. The project is evaluated, along with the rest of the student’s work, to determine if he or she is to receive the degree of bachelor of arts with honors in English.

GRADUATE STUDIES
The Department of English offers graduate work in English literature, American literature, and creative writing. It offers the master of arts (M.A.) and doctor of philosophy (Ph.D.) degrees in English as well as a master of fine arts (M.F.A.) degree in creative writing. A detailed description of these programs is sent with the Graduate Admission Application form.

Master of Arts Degrees
The Department of English offers an M.A. in English and American literature for students who want to study beyond the B.A. but who do not plan to complete a Ph.D. Students whose goal is a doctorate in English and American literature should apply for admission to the department’s doctoral program (described below). Students who complete the M.A. program at the University of Oregon and want to enter the Ph.D. program must reapply to the department for admission into that program.

Admission Requirements
1. An undergraduate grade point average (GPA) of 3.0 or better, or the student has 12 or more credits of graduate work in English, a 3.0 graduate GPA
2. A combined recommended Graduate Record Examinations (GRE) score of 1100 on the verbal section of the general test and the literature in English test. The quantitative part of the general test is optional
3. For normative speakers: a minimum score of 600 on the Test of English as a Foreign Language (TOEFL)

Admission Procedures
1. Obtain a Graduate Admission Application from the graduate secretary, Department of English
2. Send the first copy to the university Office of Admissions with a $40 fee and the remaining copies to the graduate secretary, Department of English
3. Arrange to have two official copies of graduate and undergraduate transcripts sent, one to the university Office of Admissions, the other to the graduate secretary
4. Submit or have sent to the graduate secretary, Department of English:
   a. An official record of GRE scores
   b. Letters of recommendation from three people familiar with the applicant’s academic background and intellectual abilities
   c. A 200-word statement of background and objectives in pursuing the course of study
   d. A copy of a course paper that demonstrates the applicant’s ability in literary studies

The application deadline for fall-term admission is February 1.

The completed file is reviewed by the department’s graduate admissions committee, which notifies the applicant of its decision. All applications are conditional. After the candidate has completed four to six courses at the university, his or her academic record is reviewed for clearance toward the degree.

Degree Requirements
Completion of the degree requires reading knowledge of a foreign language (a Graduate Student Foreign Language Test, or GSLFT, score of 25th percentile or its equivalent). The language is typically French, German, Russian, Spanish, Italian, Latin, or Greek, although in special circumstances another language may be allowed.

Students must take the following:
1. Introduction to Graduate Studies in English (ENG 690)
2. Fourteen formal courses (excluding Research, Thesis, and Reading and Conference), at least five of which must be at the 600 level. Each student, in consultation with the director of graduate studies, develops a plan of study based on the statement of objectives submitted with that student’s application to the M.A. program
3. A minimum cumulative GPA of 3.30 in all graduate course work at the UO is required for completion of the M.A. degree. At least ten courses must be taken in residence at the University of Oregon.

Interdisciplinary M.A. For information see the description of the Interdisciplinary Studies: Individualized Program (IS/IP) in the Graduate School section of this bulletin under Interdisciplinary Master’s Degree Programs.

Master of Fine Arts Degree Admission Requirements
1. Bachelor’s degree
2. Other materials submitted for admission that give evidence that the applicant will be able to complete the prescribed course of study satisfactorily

Admission Procedures
1. Obtain a Graduate Admission Application from the director of creative writing, Department of English
2. Send the first copy to the university Office of Admissions with a $40 fee and the remaining copies to the director of creative writing
3. Arrange to have two official copies of graduate and undergraduate transcripts sent, one to the university Office of Admissions and the other to the director
4. Submit or have sent to the director:
a. Letters of recommendation from three people familiar with the applicant's potential as a writer
b. A sample of the applicant's creative writing
Application materials must be received by February 1 for admission to the program the next academic year.

**Degree Requirements**

The candidate for the M.F.A. degree must complete 72 credits of graduate work in six consecutive terms in residence at the university. Of the 72 credits, 36 must be in graduate creative writing (CRWR), 18 in Thesis (CRWR 503) or Writing and Conference (CRWR 603) or both, and 18 in literature or literature in translation. The candidate must also pass a written examination on a reading list of works of fiction or poetry.

**Doctor of Philosophy Degree**

All students who want to pursue a Ph.D. at the University of Oregon should apply directly to the doctoral program. Students in the doctoral program who have not earned an M.A. prior to being admitted may receive the M.A. at the end of the second year (subject to appropriate stage of their course of study, typically at the end of the second year, subject to the fulfillment of department and university M.A. requirements listed in the Graduate School section of this bulletin.) The number of places in the Ph.D. program are limited, and admission is competitive.

**Admission Requirements**

1. A bachelor of arts (B.A.) or a master of arts (M.A.) in English or a related field, with at least a 3.50 graduate grade point average (GPA)
2. A combined recommended Graduate Record Examinations (GRE) score of 1250 on the verbal section of the general test and the quantitative part of the general test is optional
3. For nonnative speakers: a minimum score of 600 on the Test of English as a Foreign Language (TOEFL)

Admission procedures are the same as for M.A. degrees. The application deadline for fall term is February 1.

**Residency Requirements**

The Graduate School requires at least three years of full-time work beyond the bachelor's degree for the doctorate with at least one year spent in continuous residence on the Eugene campus. The Department of English interprets this latter requirement to mean enrollment in at least two formal English graduate courses (excluding ENG 611, 612, 613, and 614) or seminars per term for one academic year, and enough of a second to ensure a total minimum of six classroom courses or seminars completed on this campus. This on-campus requirement must be satisfied during the first year for which the student has been admitted; candidates should not apply for admission unless they are prepared to meet this requirement. Note that Graduate School regulations insist on a minimum of 9 credits a term for three consecutive terms to fulfill the doctoral year of residency requirement, and that two courses a term may or may not equal this minimum. Note also that although the Graduate School allows the inclusion of a summer session among these consecutive terms, the department's regulation is for a fall-through-spring academic year.

**Degree Requirements**

**Foreign Language.** The candidate must demonstrate by examination or course work a reading knowledge of two languages (minimum Graduate Student Foreign Language Test, or GSFLT, score, of 25th percentile or completion of a second-year sequence) or very high competence in one language (minimum GSFLT score of 70th percentile or completion of a third-year sequence). Typically the languages are French, German, Greek, Italian, Latin, Russian, or Spanish, although in special circumstances another language may be allowed. Old English I, III, (ENG 627, 628, 629) with grades of B- or better can be used to satisfy one of the two language requirements unless the candidate specializes in the medieval area.

**Teaching.** Doctoral candidates must have experience as classroom teachers in the department before they receive the degree.

**Courses.** The student must take:

1. Introduction to Graduate Studies in English (ENG 690) the first term it is available
2. A 600-level seminar in literary theory
3. One of the following: History of the English Language (ENG 622), English Grammar (ENG 595), or Old English I (ENG 627).

Equivalency may be granted for undergraduate or graduate work done elsewhere if it was completed within seven years of entering the Ph.D. program.

4. Eighteen additional courses in English, at least nine of which must be at the 600 level (excluding ENG 611, 612, 613, and 614).

With prior approval from the director of graduate studies, graduate courses in related departments may be substituted for some of these courses. Courses used to meet the first three requirements above do not count toward these eighteen courses. The eighteen courses must be distributed as follows:

a. Distribution requirements: one course in each of seven areas listed below; at least three of the areas must be in groups i through iv

   i. Literature and language before 1500
   ii. Renaissance literature
   iii. English literature from 1660 to 1780
   iv. English literature from 1780 to 1900
   v. American literature to 1900
   vi. Modern British and American literature
   vii. Folklore and ethnic literature
   viii. Women and literature
   ix. History and theory of criticism
   x. Rhetoric and theory of composition

b. Specialization requirement: Of the remaining eleven courses, six must be in a single area or in two related areas of specialization, which must be different from the seven areas used to fulfill the distribution requirement

5. A cumulative GPA of 3.30 or better in all graduate work at the University of Oregon is the minimum requirement for satisfactory progress toward the Ph.D.

**Formal Review of Progress**

The English department faculty evaluates each student's work after the student has been enrolled in the program for an appropriate number of terms (typically the third term for students who enter with the M.A., or with nine to twelve transfer courses, and the sixth term for students who enter with the B.A.). The review considers the student's GPA in all English and related course work at the University of Oregon and faculty evaluations of the student's potential for undertaking advanced research.

Students whose work at this stage is judged satisfactory may complete remaining course work during the next three terms and begin preparing for the Ph.D. oral examination. Those who have completed fifteen graduate-level English courses (ten taken at the university), attained reading knowledge of one foreign language, completed requirements 1 and 2 above, and maintained a cumulative GPA of 3.30 or better may apply for the M.A. degree specializing in English and American literature.

Students whose work at this stage does not demonstrate sufficient potential for successful completion of the Ph.D. may not continue in the graduate program in English. If they have completed fifteen graduate-level English courses (ten taken at the university) and attained reading knowledge of one foreign language, they may apply for the M.A. degree.

**Ph.D. Oral Examination**

After students in the Ph.D. program have completed their course work, they must take a two- and-a-half-hour oral examination. This examination tests students' comprehensive knowledge of a topic and field of their choice as well as their understanding of the general outline of English and American literary history. It is divided into three parts:

1. A prepared presentation by the student on a topic or problem of the student's choice, followed by a discussion of that topic
2. A discussion of a relatively broad field that provides a context for the topic or problem examined in part 1
3. A general discussion of representative works and issues covering the historical development of English and American literature

The topic and areas covered by parts 1 and 2 are defined by the student in consultation with an adviser or advisers and must be approved by the English department graduate committee. As a supplement to the Ph.D. oral examination, a student may choose to complete a one- to two-hour written examination on either part 2 or part 3. The Ph.D. oral examination may be retaken only once.

**Ph.D. Dissertation**

After completing all other degree requirements, the candidate should contact with a faculty adviser willing to work in the area of the student's interest and submit a dissertation prospectus for approval by the student's dissertation committee. Once the prospectus is approved by the committee and the director of
graduate studies, the student is advanced to candidacy. A three-year period for completion of the dissertation begins when the Graduate School approves the advancement to candidacy. The department requires a considerably faster rate of progress toward completion of the degree for students holding graduate teaching fellowships. See the English graduate school regulations, available in the department.

The dissertation may be a work of literary or linguistic scholarship or, with the approval of the committee, a collection of three substantial essays exhibiting internal coherence though not necessarily treating a single subject. The candidate gives an oral presentation or defense of the dissertation when it is completed and found acceptable by the committee.

**WRITING**

**Creative Writing**

The department offers creative writing courses for nonmajors and majors. Undergraduate English majors planning a program emphasizing creative writing are advised to complete at least 6 credits of Introduction to Imaginative Writing (CRWR 241, 242, 243). For information on the graduate program leading to the M.F.A. degree, consult the director of the creative writing program.

**Expository Writing**

The English department offers required and elective courses in expository writing for all university students to help them improve their ability to write clearly and effectively. All students must fulfill the university writing requirement of 6 credits of composition or be cleared according to established waiver and exemption policies. The requirement is WR 121 and either WR 122 or 123, or their approved equivalents.

Exemption from the first term of writing is given to students who score 650 and above on the verbal section of the College Entrance Examination Board (CEEB) Scholastic Aptitude Test (SAT) or on the achievement test in English selected to represent major writers, literary and cultural significance of the narrative genre. 205: 17th and 18th centuries. 206: 19th and 20th centuries. Shankman, Teich.

151 Introduction to Afro-American Literature (3) Reading and analysis of selected works from ancient to modern. 107: Ancient to medieval.


107, 108, 109 World Literature (3, 3, 3) Reading and analysis of selected works from ancient to modern. 107: Ancient to medieval.

ENGGLISH COURSES (ENG)

Not every course listed here can be offered every year; students are advised to consult the current UO Schedule of Classes.


204, 205, 206 Survey of English Literature (3, 3, 3) The principal works of English literature selected to represent major writers, literary forms, and significant currents of thought.

204: Anglo-Saxon beginnings to the Renaissance. 205: 17th and 18th centuries. 206: 19th and 20th centuries. Rockett, Stein, Strange.

240 Introduction to Native American Literature (3) The nature and function of oral literature; the traditional literature as background for a study of contemporary native American writing. Strange.

244 American Detective Fiction (3) The literary and cultural significance of the narrative genre shaped by the works of such writers as Dashiell Hammett, Raymond Chandler, and Ross Macdonald. Boren. Not offered 1992-93.

250 Introduction to Folklore (3) The process and genres of traditional (i.e., folk) patternings: the relations between these forms of expression and other arts, especially English and American literature. Sherman, Wojcik.


260 Media Aesthetics (3) Conventions of visual representation in still photography, motion pictures, and video. Lesage, Seiter.

265, 266, 267 History of the Motion Picture (3, 3, 3) History of the motion picture as an art form. 265: silent film. 266: sound era. 267: contemporary media. Lesage, Seiter.

Sophomored standing or above is a prerequisite for 300-level courses.

300 Introduction to Literary Criticism (3) Various techniques and approaches to literary criticism (such as historical, feminist, formalist, deconstructionist, Freudian, Marxist, Semiotic) and their applications. Farwell, Pyle, Teich.


310 Afro-American Prose (3) Forms, themes, and styles in the fictional and nonfictional prose of Africa, the West Indies, and Afro-America. Novels, short works, essays, autobiographies, and other narratives. Coleman.


312 Afro-American Drama (3) Major achievements in African, West Indian, and Afro-American drama. Coleman.


325 Literature of the Northwest (3) Survey of significant Pacific Northwest literature as set against the principles of literary regionalism. Love.

326 Western American Literature (3) Major literary works of the American West from frontier times to the present. Love. Not offered 1992-93.


394, 395, 396 20th-Century Literature (3, 3, 3) British, American, and some European literature from 1890 to the present; significant works of poetry, drama, and fiction in relation to intellectual and historical developments. Armstrong, Hynes, Kintz, Stein.

399 Special Studies: [Term Subject] (I-3R) R when topic changes. Junior standing or above is a prerequisite for 400-level courses.

400 Innovative Education: [Term Subject] (1-3R)

401 Research (1-21R)

403 Thesis (1-21R)

405 Reading and Conference: [Term Subject] (1-21R)

407/507 Seminar: [Term Subject] (1-5R) Selected seminars offered each year.
408/508 Workshop: [Term Subject] (1–21R)
410/510 Experimental Course: [Term Subject] (1–5R) Selected topics offered each year.
414/514 Classical and Medieval Literary Theory (3) Origins of literary theory beginning with Plato through Plotinus and the Middle Ages, with attention to its importance for understanding the assumptions of contemporary literary theory. Shankman.
415/515 Literary Theory and Pedagogy (3) Literary theory and practices of reading from the point of view of pedagogy. Examines professional issues involved with teaching and learning in literary studies. Clark.
417/517 History of Literary Criticism (3) Studies in the theory and practice of literary criticism from Plato and Aristotle through the New Critics. Armstrong, Clark, Shankman.
419/519 Contemporary Literary Theory (3) Developments in critical thinking after the New Criticism. Armstrong, Pyle.
423 Early Medieval Literature (3) Survey of Old English literature and its backgrounds, from the Confessions of St. Augustine to the Vikings. Earl.
425 Medieval Romance (3) Study of selected romances in the context of European intellectual and social history. May include elementary linguistic introduction to Middle English. Boren.
427 Chaucer (3) Close textual study of selected Canterbury Tales in Middle English and instruction in the grammar and pronunciation of Chaucer's language. Bayless, Boren, Earl.
431/531 Renaissance Thought (3) Major Continental and British theorists in aesthetics, metaphysics, theology, and statecraft such as Petrarch, Pico della Mirandola, Machiavelli, Castiglione, Boccaccio, Erasmus, Montaigne, More, and Francis Bacon. Asher, Grudin, Rowe.
432/532 16th-Century Poetry and Prose (3) Development of Tudor poetry and prose from Wyatt and Surrey to Sir Philip Sidney. Asher, Rockett, Rowe.
434/534 Spenser (3) Examines the works of Edmund Spenser. Rowe.
436/536 Advanced Shakespeare (3) Detailed study of selected plays. Asher, Grudin.
451/551 19th-Century British Studies: [Term Subject] (3R) Comparative studies of selected problems and figures from the Romantic and Victorian periods, treating topics in literature, the fine arts, and social history. R when topic changes. Pyle, Stein, Stevenson, Strange, Teich.
459/559 Major 19th-Century Writers: [Term Subject] (3R) Two or three authors studied in depth. Content varies and is chosen to complement other offerings in the 19th-century period. R when topic changes. Pyle, Strange, Stein, Stevenson, Teich.
461/561 Early American Literature (3) Readings in American poetry and nonfiction prose; some studied works of drama and fiction, 1620–1789. Rossi.
462/562 American Romanticism (3) Readings primarily in American poetry and nonfiction prose; some studied works of fiction, 1789–1865. Rossi, Wood.
467/567 Modern American Literature (3) American writing from 1920 to the present; encompasses both internationalist-modernist and American influences. Gage, Love, Westling, Wickes, Yukman.
468/568 Major American Writers: [Term Subject] (3R) Detailed study of one or three major authors each term. Gage, Love, Ross, Westling, Wickes, Wood, Yukman.
469/569 Literature and the Environment (3) Relationship between literature and the natural world: "reading" nature from a literary perspective and literature from an ecological perspective. Love.
471/571 Modern British Literature (3) Historical survey of dominant British genres, movements, works, and authors from the late 19th century to the present. Wickes.
475/575 Modern Poetry (3) Modernist movements and representative poets in English, American, and Continental literatures, e.g., symbolism, futurism, Eliot, Rimbaud, Verlaine, Rilke, Mallarmé, LoRCA. Yukman.
476/576 Modern Fiction (3) Representative modernist writers in English, American, and Continental literatures, such as Joyce, Woolf, Faulkner, Stein, Proust, Kafka, and Mann. Armstrong, Wickes.
477/577 Modern Drama (3) Growth of the modern theater in Europe, development of European and American drama, and experimental theater from an international perspective. Kinns.
478/578 Modern Nonfiction Prose (3) Study of modern creative nonfiction, e.g., nature writing, travel literature, biography and autobiography, occasional essays, the essay of place. Crosswhite, Love, Rossi, Westling.
479/579 Major British Writers: [Term Subject] (3R) Detailed study of one to three British authors, e.g., Johnson and Boswell, Austen, the Brontës, Dickens, Yeats and Joyce; varies from term to term. R when topic changes. Hynes, Rockett, Rowe, Wickes.
481/581 Theories of the Moving Image: [Term Subject] (3R) Film, television, and video theory and criticism from formative film theory to the present. Prereq: ENG 260. R when topic changes. Cadbury, Lesage, Seiter.
483/583 Folklore and Mythology of the British Isles (3) Basic folk traditions in the British Isles (e.g., ballads, folktales, legends, myths) and their treatment in the written literature of major British authors. Sherman.
484/584 American Folklore (3) American folklore; its connections in American history and culture; its role in the development of the writings of selected American authors, e.g., Hawthorne, Melville, Sherman, WOJCIECH.
485/585 Film and Folklore (3) The development of film by folklorists. Folklore genres, theories, and field-work methods are related to filmmakers' techniques. Analysis includes documentary and ethnodocumentary films. Sherman.
486/586 Afro-American Folklore (3) Analysis of Afro-American customs, language, beliefs, sayings, and tales expressed through oral tradition. Coleman.
structures of English in terms of semantic and functional criteria. Clark, Crosswhite, grammatical, syntactic, and morphological


494/594 Teaching Writing (3) Theories and methods of teaching composition to secondary and postsecondary students. Analysis of writing process and product, making assignments, evaluation, and motivation. Gage, Love, Tetc.

495/595 English Grammar (3) Survey of grammatical, syntactic, and morphological structures of English in terms of semantic and functional criteria.


607 Seminar: [Term Subject] (1–5R) Selected seminars offered each year.

608 Workshop: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R)

611 Composition Graduate Teaching Fellow Seminar I (1–3) P/N only. Issues in pedagogy related to the university's writing requirement. Crosswhite.

612 Composition Graduate Teaching Fellow Seminar II (1–3) P/N only. Discussions designed to increase the effectiveness of first year graduate teaching fellows as teachers of courses that fulfill the university's writing requirement. Crosswhite.

613 Graduate Teaching Fellow Composition Apprenticeship (1–3) P/N only. Supervised practical experience in all aspects of teaching WR 121, 122. Prereq: ENG 611 or equivalent or instructor's consent. Crosswhite.

614 Composition Tutoring Practicum: [Term Subject] (1–3R) Supervised tutoring in conjunction with the Center for Academic Learning Services for English department teaching assistants and graduate students who are not graduate teaching fellows. Prereq: composition director's consent. Crosswhite.

615 Advanced Studies in Literary Theory: [Term Subject] (5R) Intensive study of one to three major theorists or a significant theoretical problem. R when topic changes. Armstrong, Clark, Earl, Kintz, Pyle, Shankman.


630 Topics in Renaissance Literature: [Term Subject] (5R) Recent offerings include Gender and Renaissance, Hamlet, Ideas of the Renaissance, Todorov Myth. R when topic changes. Asher, Farwell, Rockett, Rowe.

635 Topics in 18th-Century Literature: [Term Subject] (5R) In-depth study of one to three major authors or selected topics from the 18th century. Recent offerings include Augustan Poetry, John Gay and Popular Culture. R when topic changes. Dugan, Shankman.

650 Topics in 19th-Century Literature to 1855: [Term Subject] (5R) Recent offerings include Romantic Lyric, Romanticism and Gender, Victorian Cities. R when topic changes. Pyle, Stein, Stevenson, Strange, Tetc.

660 Topics in American Literature to 1865: [Term Subject] (5R) Recent offerings include Edwards and Taylor, Thoreau and Scientific Authority. R when topic changes. Ross, Wood.


670 Topics in Modern Literature: [Term Subject] (5R) Recent offerings include Contemporary British Fiction, Poetic Modernism. R when topic changes. Armstrong, Hynes, Kintz, Wickes.

680 Topics in Folklore: [Term Subject] (5R) Intensive study of selected topics in folklore. A recent offering is Film and Folklore Fieldwork. R when topic changes. Crosswhite, Gage.


690 Introduction to Graduate Studies in English (3) Examination of selected professional, methodological, and theoretical issues. Clark.

691 Topics in Composition Theory: [Term Subject] (5R) Intensive study of topics related to theoretical theory and the teaching of writing. R when topic changes. Crosswhite, Gage.


698 Topics in Literary Craft: [Term Subject] (5R) Examination of a range of crafts and critical issues in contemporary poetry and fiction. Discussion of traditions, trends, and innovations in literary practice and craft. R when topic changes. Abu-Jaber, Hongo, Lyons.

CREATIVE WRITING COURSES (CRWR)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)


324, 325, 326 Short Story Writing (3, 3, 3) Examination of the basic techniques and structures of the short story: extensive analyses of student work and established models. Prereq: instructor's consent. Abu-Jaber, Lyons.


341, 342, 343 Poetry Writing (3, 3, 3) Verse writing; study of various verse forms as media of expression. Analysis of class work. Prereq: instructor's consent. Hongo.

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–16R)

403 Thesis (1–16R)

405 Writing and Conference: [Term Subject] (1–21R)

607 Seminar: [Term Subject] (1–5R) Selected seminars offered each year.

608 Workshop: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R)

611 Composition Graduate Teaching Fellow Seminar I (1–3) P/N only. Issues in pedagogy related to the university's writing requirement. Crosswhite.

612 Composition Graduate Teaching Fellow Seminar II (1–3) P/N only. Discussions designed to increase the effectiveness of first year graduate teaching fellows as teachers of courses that fulfill the university's writing requirement. Crosswhite.

613 Graduate Teaching Fellow Composition Apprenticeship (1–3) P/N only. Supervised practical experience in all aspects of teaching WR 121, 122. Prereq: ENG 611 or equivalent or instructor's consent. Crosswhite.

614 Composition Tutoring Practicum: [Term Subject] (1–3R) Supervised tutoring in conjunction with the Center for Academic Learning Services for English department teaching assistants and graduate students who are not graduate teaching fellows. Prereq: composition director's consent. Crosswhite.

615 Advanced Studies in Literary Theory: [Term Subject] (5R) Intensive study of one to three major theorists or a significant theoretical problem. R when topic changes. Armstrong, Clark, Earl, Kintz, Pyle, Shankman.


630 Topics in Renaissance Literature: [Term Subject] (5R) Recent offerings include Gender and Renaissance, Hamlet, Ideas of the Renaissance, Todorov Myth. R when topic changes. Asher, Farwell, Rockett, Rowe.

635 Topics in 18th-Century Literature: [Term Subject] (5R) In-depth study of one to three major authors or selected topics from the 18th century. Recent offerings include Augustan Poetry, John Gay and Popular Culture. R when topic changes. Dugan, Shankman.

650 Topics in 19th-Century Literature to 1855: [Term Subject] (5R) Recent offerings include Romantic Lyric, Romanticism and Gender, Victorian Cities. R when topic changes. Pyle, Stein, Stevenson, Strange, Tetc.

660 Topics in American Literature to 1865: [Term Subject] (5R) Recent offerings include Edwards and Taylor, Thoreau and Scientific Authority. R when topic changes. Ross, Wood.


670 Topics in Modern Literature: [Term Subject] (5R) Recent offerings include Contemporary British Fiction, Poetic Modernism. R when topic changes. Armstrong, Hynes, Kintz, Wickes.

680 Topics in Folklore: [Term Subject] (5R) Intensive study of selected topics in folklore. A recent offering is Film and Folklore Fieldwork. R when topic changes. Crosswhite, Gage.


690 Introduction to Graduate Studies in English (3) Examination of selected professional, methodological, and theoretical issues. Clark.

691 Topics in Composition Theory: [Term Subject] (5R) Intensive study of topics related to theoretical theory and the teaching of writing. R when topic changes. Crosswhite, Gage.


698 Topics in Literary Craft: [Term Subject] (5R) Examination of a range of crafts and critical issues in contemporary poetry and fiction. Discussion of traditions, trends, and innovations in literary practice and craft. R when topic changes. Abu-Jaber, Hongo, Lyons.
vanced instruction and practice in writing short stories, novels, dramas, or nonfiction. Prereq: instructor's consent. Abu-Jaber, Hongo, Lyons.

503 Thesis (1-16R) P/N only. Prereq: instructor's consent.

601 Research (1-16R) P/N only

605 Writing and Conference: [Term Subject] (1-16R) Prereq: instructor's consent.

607 Seminar: [Term Subject] (1-5R) Selected seminars offered each year. R when topic changes. Prereq: instructor's consent.

630, 631, 632 Graduate Creative Writing: Poetry (6,6,6S) Concentration on student writing in a workshop setting. Primarily for M.F.A. candidates but open to other graduate students with interest and talent. Prereq: instructor's consent. Abu-Jaber, Hongo.

CRWR 640, 641, 642 Graduate Creative Writing: Fiction (6,6,6S) Concentration on student writing of fiction in a workshop setting. Primarily for M.F.A. candidates but open to other graduate students with interest and talent. Prereq: instructor's consent. Abu-Jaber, Lyons.

EXPOSITORY WRITING COURSES (WR)

WR 40 and 49 are self-support courses offered through the Continuation Center, 333 Oregon Hall. A separate fee is assessed for all students enrolled in these courses must be paid in addition to regular tuition. These courses carry credit for enrollment (eligibility) but not toward graduation; they satisfy no university or college requirement.

40 Developmental Composition I (3) Basic writing course that focuses on sentence construction, grammar, mechanics, and punctuation. Depending on performance, students who pass are advised by their instructors to advance to WR 49 or 121 the following term. Recommended for students with Test of Standard Written English (TSWE) scores of 20 to 29.

49 Developmental Composition II (3) Concentrates on sentences and paragraphs with emphasis on organization, structure, punctuation, and usage. Not primarily a course in grammar, but students deal with grammatical problems as they arise within the context of their writing. Recommended for students with Test of Standard Written English (TSWE) scores of 30 to 37.

LING 91, 92, 93 English as a Second Language (3,3,3) See Linguistics.

121 College Composition I (3) Nonfiction prose composition as discovery and inquiry. Frequent essays explore relationship of thesis to structure, critical reading, audience, and revision. Work on fundamental writing skills as needed. Prereq: Test of Standard Written English (TSWE) score of 38, WR 49, or equivalent.

122 College Composition II (3) Nonfiction prose composition as a process of argument. Supporting a thesis in response to a question, logical forms of development, critical reading in an academic setting. Prereq: WR 121 or equivalent.

123 College Composition III (3) Techniques for researching and writing academic papers. Practice in writing documented essays based on the use of library resources. Prereq: WR 121 or equivalent.

185 Practical Grammar (3) Focuses on the sentence and its components: parts of speech, phrases, clauses, verbs, and sentence patterns and classifications.

198 Independent Writing Project: [Term Subject] (1-3R) Supervised writing projects in nonfiction prose. Prereq: WR 122 or equivalent, composition director's consent.

199 Special Studies: [Term Subject] (1-3R) Emphasis on form and style of scientific, professional, and technical writing; weekly writing assignments include reports, proposals, instructions, and correspondence. Use of graphics and documentation in publication. Prereq: completion of university writing requirement, upper-division standing.

321 Business Communications (3) Practice in writing and analyzing internal and external messages common to business, industry, and professions. Suggested for business and management students. Prereq: completion of university writing requirement, upper-division standing.

405 Writing and Conference: [Term Subject] (1-21R)

407 Seminar: [Term Subject] (1-18R) Selected seminars offered each year. R when topic changes.

408/508 Independent Writing Projects: [Term Subject] (1-3R) Supervised writing projects in nonfiction prose. Prereq: WR 122 or equivalent, composition director's consent.

409 Supervised Tutoring Practicum: [Term Subject] (1-3R)

423/523 Advanced Composition (3) Emphasizes WR 121, 122. Special attention to writing in relation to modes of inquiry in different academic disciplines. Prereq: WR 122 or equivalent. Crosswhite, Gage, Tetch.

ENVIRONMENTAL STUDIES

Environmental Studies Program
104 Condon Hall
Telephone (503) 346-4557 or -5006
Alvin W. Urquhart, Program Director

Program Committee
Michael D. Azline, law
John H. Baldwin, planning, public policy and management
David M. Barber, library
James Blanchard, physical education and human movement studies
Shawn Boles, special education and rehabilitation
Gregory D. Bothun, physics
Stanton A. Cook, geography
Matthew Dennis, history
Irene Diamond, political science
John S. Dryzek, political science
Richard P. Gale, sociology
Daniel Goldrich, political science
Russell S. Lane, biology
Glen A. Love, English
Ann P. Hawkins, international studies
Patricia F. McDowell, geography
Gregory McLaughlin, sociology
Alexander B. Murphy, geography
Jeffrey Ostler, history
Mark H. Reed, geological sciences
Robert G. Ribe, landscape architecture
Charles W. Rusch, architecture
Paul Slovic, psychology
Alvin W. Urquhart, geography
David H. Wagner, biology
A. Michelle Wood, biology

The interdisciplinary field of environmental studies investigates the relations of humans with their environment. The Environmental Studies Program is designed to combine theory and practice about environmental systems from the sciences, the social sciences, the humanities, and the fields of management, public policy, and design. The mission of the program is to explore, develop, and diffuse ideas and practices that emphasize the inclusion of humans and their cultural and societal creations in the natural physical and biological systems of the earth.

The Environmental Studies Program is dedicated to (1) promoting a rethinking of basic cultural premises, ways of structuring knowledge, and the root metaphors of contemporary society; (2) gaining greater understanding of the natural world from an ecologic perspective; and (3) devising policies and behaviors that address contemporary environmental problems.

UNDERGRADUATE STUDIES

The undergraduate Environmental Studies Program offers an interdisciplinary minor.

Minor Requirements

The interdisciplinary minor in environmental studies includes four required courses and six electives. It requires a minimum of 30 credits, of which at least 21 must be upper division.
Required Courses 12-15 credits
Choose one course from:
- Geography and Environment (GEOG 104), Global Ecology (BI 124), Population and Global Resources (INTL 251), or Introduction to Environmental Studies (PPPM 331)

Choose a cluster of three courses from:
- The Natural Environment (GEOG 101), Climatology (GEOG 321), Geomorphology (GEOG 322), Biogeography (GEOG 323) or Physics of Energy and Environment (PHYS 161), Solar Energy (PHYS 162), Electric Power Generation (PHYS 163), General Biology I: Cells (BI 101), General Biology II: Organisms (BI 102), General Biology III: Populations (BI 103) or Introduction to Ecology (BI 130), Introduction to Evolution (BI 131), Animal Behavior (BI 132) or Introduction to Ecology (BI 301), Forest Biology (BI 307), Freshwater Biology (BI 308), Marine Ecology (BI 309)

Electives 18-30 credits

Natural science: choose any three courses from the following list:
- Anthropology. Human Ecology (ANTH 360)
- Biology. Ecology (BI 370), Marine Field Studies (BI 412), Systematic Botany (BI 442), Field Botany (BI 448), Population Ecology (BI 471), Community Ecology (BI 472), Quantitative Ecology (BI 473), Marine Ecology (BI 474), Freshwater Ecology (BI 475), Behavioral Ecology (BI 476), Microbial Ecology (BI 477), Microbial Ecology Laboratory (BI 478), Conservation Biology (BI 483), Paleobiology and Paleocology (BI 485), Methods of Pollen Analysis (BI 495)
- Geography. The Natural Environment (GEOG 101), Climatology (GEOG 321), Geomorphology (GEOG 322), Biogeography (GEOG 323), Advanced Climatology (GEOG 421), Advanced Geomorphology (GEOG 422), Advanced Biogeography (GEOG 423), Soil Genesis and Geography (GEOG 424), Hydrology and Water Resources (GEOG 425), Hydrologic Analysis (GEOG 426), Fluvial Geomorphology (GEOG 427)
- Geological Sciences. The Fossil Record (GEOL 304), Geology of Ore Deposits (GEOL 425), Petroleum Geology (GEOL 427)
- Physics. Physics of Energy and Environment (PHYS 161), Solar Energy (PHYS 162), Electric Power Generation (PHYS 163), Physicists' View of Nature (PHYS 301, 302, 303)

Sociology. World Population and Social Structure (SOC 303), Sociology of the Environment (SOC 416)

Graduate Courses
Graduate students typically choose courses that contribute to their individual environmental focus from the Departments of Anthropology; Architecture; Biology; Chemistry; Economics; English; Geology; Geoscientific Studies; History; Landscape Architecture; Leisure Studies and Policy; Philosophy; Physics; Planning, Public Policy and Management; Political Science; and Sociology and from the International Studies Program and the School of Law. Consult the individual department listings in this bulletin for course descriptions.

GRADUATE STUDIES
A flexible master's degree focusing on environmental studies can be earned through the Interdisciplinary Studies: Individualized Program of the Graduate School. This program allows students to choose among the courses offered at the university to design their own areas of concentration based on their individual goals and backgrounds.

The two-year interdisciplinary graduate degree requires completion of 63 credits. To develop considerable breadth and substance in knowledge, the student must take a minimum of 15 credits in each of the three areas of concentration. In addition, at least one course must be taken from each of the following fields of study: natural systems, resource law policy, and planning, environment and society, historical perspectives and world views. Nine credits of this course work may be applied to the concentration areas. Applied project skills are developed through a 3-credit internship, a 9-credit thesis or terminal project, and three 1-credit research seminars. For electives, the student may select from more than fifty university courses related to environmental studies.

Admission to the interdisciplinary master's degree program in environmental studies is competitive. Once admitted, each student must meet with his or her adviser each term to evaluate progress and plan subsequent academic work.
EXERCISE AND MOVEMENT SCIENCE

122C Esslinger Hall
Telephone (503) 346-4107
Barry T. Bates, Department Head

FACULTY

UNDERGRADUATE STUDIES

The Department of Exercise and Movement Science offers a program leading to either a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree. The undergraduate curriculum emphasizes depth and breadth in the biological, physical, and social sciences that are relevant to the study of exercise and movement science.

Careers. The exercise and movement science program provides the scientific foundation necessary for postgraduate study in medicine, nursing, physical therapy, occupational therapy, and podiatry as well as sports medicine, sport and exercise psychology, biomechanics, motor control, and physiology of exercise.

Preparation. High school preparation should include a strong liberal arts background of English, mathematics, biology, chemistry, psychology, and sociology. Algebra and trigonometry are strongly recommended.

Transfer students. Transfer students should have completed as many university requirements as possible and as many of the prerequisites to major courses as possible.

Prerequisites

Major Requirements

Graduate Biology I,II,III (BI 101, 102, 103) with laboratories (BI 111, 112, 113) .......... 12
Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223) .......... 9-12
General Physics (PHYS 201, 202, 203) .......... 12
General Chemistry Laboratory (CH 227, 228, 229) or Advanced General Chemistry Laboratory (CH 237) and Quantitative Analysis (CH 238, 239) or Introductory Physics Laboratory (PHYS 204, 205, 206) .......... 6-9
Mind and Brain (PSY 201), Mind and Society (PSY 202), and either Thinking (PSY 330) or Development (PSY 375) .......... 11

GRADUATE STUDIES

The Department of Exercise and Movement Science offers the master of science (M.S.) and the doctor of philosophy (Ph.D.) degrees with specialization in a variety of areas of concentration including biomechanics, motor control, physiology of exercise, social psychology of sport, and sports medicine. An integral part of the graduate program is the exchange of information and inquiry with other disciplines throughout the university such as the biological, physical, and social sciences.

Areas of Concentration

There is a strong emphasis on broad interdisciplinary skills and research among the areas. Biomechanics. Biomechanics uses the principles of mechanics to investigate biological systems. More specifically, it is a science that investigates motion and the effects of both internal and external forces that occur during the actions performed by living organisms. The primary focus of laboratory research is lower extremity function.

Motor Control. Research in this area examines motor-skill acquisition and human motor control across the life span. Emphasis is on the biomechanical and neurophysiological mechanisms that support skill acquisition and the control of posture and voluntary movement.

Physiology of Exercise. This area's research examines human and animal model adaptations elicited by acute and chronic exercise. Study in biological and chemical sciences is a major emphasis. Primary areas of investigation are the neural control of the cardiovascular system and muscle fatigue.

Social Psychology of Sport. Emphasis of this area is on the social and psychological factors related to participation patterns and performance in sport and exercise settings. Specifically, two major categories of questions are addressed in the area of sport psychology: (1) how does participation in sport and exercise contribute to the psychological development of its participants? and (2) how do psychological factors influence participation and performance in sport and exercise?

Sports Medicine. Sports medicine focuses on the health implications of human physical activity with special reference to habitual exercise in health and disease. Research about musculoskeletal tolerance to exercise is a major emphasis.

Master's Degree

The master's degree program requires a minimum of 45 credits of graduate work, 24 of which must be in exercise and movement science.

Admission. An application for admission to the master's degree program can be obtained from the department's Division of Graduate Studies, Esslinger Hall, University of Oregon, Eugene OR 97403-1240; telephone (503) 346-5430.

Requirements. Applicants to master's program must have:

1. A minimum cumulative undergraduate grade point average of 2.75 for the last 90 term credits or 60 semester credits
2. Minimum qualifying Graduate Record Examinations (GRE) scores of 470 verbal, 500 quantitative, or a combined score (verbal and quantitative) of 1000 with neither portion below 450
3. A minimum score of 550 on the Test of English as a Foreign Language (TOEFL) if the applicant's native language is not English

Areas of concentration. The following may be chosen as primary or secondary areas of concentration:

1. Biomechanics
2. Motor control
3. Physiology of exercise
4. Social psychology of sport
5. Sports medicine

Program of study. Each student must complete a minimum of 12 credits in a primary area of concentration, and a minimum of 18 credits in two or more secondary areas. For the sec-
ondary requirement, candidates may choose one of the following options:
1. Three graduate courses in each of two additional areas of concentration
2. Two graduate courses in each of three additional areas of concentration
3. Two graduate courses in each of two additional areas of concentration and two courses in a related department
All students must satisfactorily complete Statistical Methods I (EMS 691) and Critique and Interpretation of Research (EMS 693). Thesis students must also complete Data Analysis I (PSY 611).
The master's degree requires a thesis, a published research paper, a research project, or a comprehensive examination.

**Doctoral Degree**
The doctoral degree program consists of a minimum of 135 credits beyond the bachelor's degree; at least 60 of these credits must be completed in exercise and movement science courses.

**Admission.** An application for admission to the doctoral degree program can be obtained from the department's Division of Graduate Studies, Esslinger Hall, University of Oregon, Eugene OR 97403-1240; telephone (503) 346-5430.

**Requirements.** Admission into the doctoral program is based on the applicant's academic record and the following:
1. Favorable recommendation from the area coordinator in the desired area of concentration and by the department's graduate admissions committee
2. Minimum qualifying Graduate Record Examinations (GRE) scores of 520 verbal, 560 quantitative, or a combined score (verbal and quantitative) of 1100 with neither portion below 500
3. A minimum score of 550 on the Test of English as a Foreign Language (TOEFL) if the applicant's native language is not English
4. Candidate's statement of up to 500 words that indicates goals and objectives for pursuing the doctoral degree and the reason for selecting the prospective area of concentration.
5. At least two letters of recommendation from individuals who can attest to the applicant's potential for doctoral study

**Program of study.** Doctoral degrees are granted primarily for achievement and proven ability. The Graduate School requires at least three years of full-time study beyond the bachelor's degree, of which at least one academic year (three consecutive terms) must be spent in continuous residence on the UO campus. It should be noted, however, that most students spend three to four years of full-time study beyond the master's degree to complete their doctoral degree. Graduate courses completed with grades of A, B, or P (pass) from other approved institutions may be accepted if they are relevant to the program of study.

**Master's thesis.** Before taking doctoral comprehensive examinations, candidates who have not written a master's thesis must complete one or be first author on a research paper accepted for publication in a refereed journal. Every candidate must also complete a dissertation.

**Research-Tools Requirement.** Each of the following options satisfies the research-tools requirement for the Ph.D. degree: (1) proficiency in a foreign language (measured by the Graduate Student Foreign Language Test), (2) to 12 credits of computer science courses, (3) advanced statistics or research-design courses, or (4) a combination of (2) and (3) commensurate with the candidate's program and goals but equal to 9 credits. Course selection must be approved by the student's advisory committee.

**Areas of Concentration.** Each doctoral candidate must have a minimum of 30 credits in a primary area of concentration and 21 credits in a secondary area.

**Primary Areas of Concentration**
1. Biomechanics
2. Motor control
3. Physiology of exercise
4. Social psychology of sport

**Secondary Areas of Concentration**
1. Biomechanics
2. Dance
3. Integrated exercise science
4. Motor control
5. Physiology of exercise
6. Social psychology of sport
7. Sports medicine

**Other Areas of Study.** A minimum of 20 credits must be earned in graduate courses outside the department.

**Final Examinations.** Written and oral doctoral comprehensive examinations in the primary and secondary areas are taken after completing substantial course work, a master's thesis or equivalent, and the research-tools requirement. Upon passing these examinations the student is advanced to candidacy and may enroll in Dissertation (EMS 603). A final oral defense is held after completion of the dissertation and after all degree requirements have been met.

**Eugene Evonuk Memorial Graduate Fellowship**
This award was established to aid promising advanced doctoral students whose research focus is applied physiology, particularly environmental or stress physiology. The amount of the award varies from year to year; $2,000 will be awarded in 1992–93. The application deadline is February 1, and inquiries may be directed to the department's Division of Graduate Studies, Esslinger Hall, University of Oregon, Eugene OR 97403-1240; telephone (503) 346-5430.

**Graduate Teaching Fellowships**
The Department of Exercise and Movement Science, in conjunction with Service Physical Education (SPE) and Recreation and Intramurals (RIM) offers graduate teaching fellowships (GTFs) to qualified students. GTFs teach undergraduate laboratories or assist in research projects in the academic specialty areas, teach physical-education activity courses, or assist with the administration or provision of recreation and intramural programs and athletic training. Each term a GTF with an appointment greater than or equal to 0.20 FTE receives a monetary stipend based on the level of the appointment and pays no tuition on the first 16 credits of course work.

For application information, contact the department's Division of Graduate Studies, Esslinger Hall, University of Oregon, Eugene OR 97403-1240; telephone (503) 346-5430.

**EXERCISE AND MOVEMENT SCIENCE COURSES (EMS)**

321 Social Psychology of Sport and Exercise (4) Social and psychological factors influencing participation in physical activity, such as feedback, reinforcement, attitudes, motivation, and self-confidence.

331 Physical Growth and Motor Development (4) The development of motor skill: understanding the integration of neurophysiological, morphological, and cognitive function in producing changes in motor skills across the life-span.

332 Motor Control (4) Introduction to the processes of control and coordination in the performance of motor skills. Neurophysiological, mechanical, and cognitive bases of motor skill acquisition.

371 Physiology of Exercise (4) Physiological effects of muscular exercise, physical conditioning, and training; significance of those effects for health and performance in activity programs. Prereq: BI 313, 314.


401 Research (1–21R)
404 Internship [Term Subject] (5–16R) P/N only. Field experience in an agency, institution, or business. Emphasizes application of knowledge from previous courses: planning, organizing, directing, evaluating, and developing professional competence.

405 Reading and Conference [Term Subject] (1–21R) Reading and assignments in connection with other courses for extra credit. Honors readings. Prereq: instructor's consent.

406 Special Problems (1–21R)

408/508 Workshop: [Term Subject] (1–21R) 409 Practicum: [Term Subject] (1–21R) Current topics include Preoccupational Therapy and Prephysical Therapy.

410/510 Experimental Course: [Term Subject] (1–5R) A current topic is Sports Medicine.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R) Study of selected problems in the field of exercise and movement science.

608 Workshop: [Term Subject] (1–16R)

609 Practicum: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R) Current topics include Clinical and Functional Anatomy and Statistical Methods Laboratory.

621 Social Psychology of Sport: Socialization (3) The emergence of sport psychology as a discipline; topics include socialization, competition, modeling, feedback and reinforcement, personality, aggression, moral development, and self-concept.

622 Social Psychology of Sport: Motivation (3) Motivation influencing individual and group behavior in sport and physical activity. Topics include exercise behavior, participation motivation, intrinsic and extrinsic motivation, competence motivation, self-efficacy, and achievement of goals. Prereq: EMS 621.

623 Psychological Skills in Sport (3) Psychological skills in sport and how these skills can be used to enhance sport performance and cope with stress. Relaxation, cognitive restructuring, mental imagery, and goal setting.

634 Neurological Mechanisms underlying Human Movement (3) Neurophysiology underlying the control of human movement. Prereq: BI 311, 312, 313, 314 or instructor’s consent.

635 Theory of Motor Control and Learning (3) Exploration of current theories of motor control from the perspective of neurophysiology, biomechanics, and psychology. Prereq: EMS 634 or instructor’s consent.

636 Motor Skill Learning (3) Theoretical bases of motor skill acquisition. Topics include cognitive representational systems, conditions of practice, and knowledge of results. Prereq: EMS 332 or equivalent, or instructor’s consent.

637 Advanced Motor Skill Learning (3) Identification of variables that influence both the acquisition and retention of motor skill.

638 Motor Development (3) Development of sensory and motor and higher cognitive functions related to the acquisition of postural, locomotor, and eye-hand coordination skills.


667 Orthopedics and Therapeutics (3) Influence of physical stress in orthopedic development and disability. Prereq: BI 311, 312.

668 Muscle Mechanics and Exercise Analysis (3) Analysis of exercise and the principles underlying exercise prescription; normal and abnormal muscle control. Prereq: BI 311, 312.

671, 672, 673 Gross Anatomy (3,3,3) Regional approach to human anatomy: extremities, trunk and abdomen, head and neck. Application to body movement, sports medicine, and performance. Prereq: BI 311, 312 or equivalents.

677 Biochemical Principles of Exercise (3) The physiological and chemical mechanisms underlying the major functions of the body during exercise. Prereq: instructor’s consent.

678, 679 Systems of Physiology I,II (3,3) Advanced analysis of the responses of the cardiovascular system and skeletal muscle to acute and chronic exercise.

681, 682, 683 Biomechanics (3,3,3) The basic mechanisms of movement; application of mechanical principles and analysis of selected movement patterns.

691 Statistical Methods I (3) Statistical techniques applied to research including the normal probability curve, correlation and regression, and hypothesis testing techniques (t-test, one- and two-way analysis of variance).


693 Critique and Interpretation of Research (3) Scientific principles applied to the conduct and examination of research in health, physical education, recreation, gerontology, and dance; application of research results to practical situations. Prereq: EMS 691.

694 Applied Multivariate Statistics (4) Applied approach to the use of multivariate statistics. Topics include MANOVA, discriminant analysis, multivariate regression and canonical correlation, and factor analysis. Prereq: PSY 611, 612 or equivalent.


FOLKLORE AND ETHNIC STUDIES

466 Prince Lucien Campbell Hall Telephone (503) 346-3539
Mary Romero and Sharon R. Sherman, Program Codirectors

Participating Faculty
Edwin L. Coleman II, English
Dianne M. Dugaw, English
Robert T. Jiménez, special education and rehabilitation
Robert Proudfoot, international studies
Mary Romero, sociology
Sharon R. Sherman, English
Carol T. Silverman, anthropology
Clarence Spigner, anthropology
Quintard Taylor, Jr., history
Daniel N. Wojcik, English

The interdisciplinary Folklore and Ethnic Studies Program offers perspectives on ethnic, regional, occupational, age, gender, and other traditional identities of individuals in specific societies and cultures. Students in the program study the extent to which tradition continues to enrich and express the dynamics of human behavior throughout the world. Folklore courses examine the historical, cultural, social, and psychological dimensions of such expressive forms of behavior as myth, legend, folktale, music, folk song, dance, art, and architecture; delve into specific cultures; and make cross-cultural comparisons. Theoretical analysis, research methods, and field-work techniques, with emphasis on film and video documentation and presentation, are integral parts of the program offerings in folklore.

Ethnic studies focuses on the history, literature, culture, and philosophies of ethnic in the United States. The life experiences of native Americans, African-Americans, Latinos, and Asian-Americans are examined in a wide range of social institutions including the family, education, politics, and the economy.

RESOURCES

Film and Folklore
Among its many approaches to the study of folklore, a major strength of the University of Oregon folklore program is its emphasis on the use of film and video. Students who want to use film and video in their study of folklore receive the theoretical and practical training necessary to document and present folklore visually through film and folklore courses and field-work seminars. Special tutorial training in equipment use, field-work methodologies, and editing is available. The program has equipment for 16mm bench editing and complete resources for the making of videotapes—from shooting raw data to editing a polished videotape program for cablecast and distribution. Although the program encourages shooting in the field, studio training is obtainable through the School of Journalism and the off-campus Community Cable Access Center.
FOLKLORE AND ETHNIC STUDIES

Folklore Archive
The Randall V. Mills Archive of Northwest Folklore, the largest facility of its kind in the Northwest, is a research repository available to folklore scholars and students. It houses raw field data, student and faculty research projects, and audio and visual materials including audio tapes, videotapes, and more than 7,000 slides. A six-part indexing and cross-referencing system makes the archive data easily retrievable. Located in 453 Prince Lucien Campbell Hall, the archive is open to the public as well as to the university community.

Resource Room
The Lorenzo West Ethnic Studies Resource Room contains books, periodicals, and other resource materials related to ethnic studies, particularly American minority groups. The resource room is open to the public, and materials can be checked out.

UNDERGRADUATE STUDIES
Students may earn a certificate in folklore and ethnic studies while completing a degree in another department or school. A primary goal of the program is to encourage students to become more aware of the ethnic and culture-based dimensions and applications of their particular major fields. Students in literature, social sciences, education, urban planning, art history, humanities, and Asian or other international studies—to name only a few—find that related folklore and ethnic studies courses can enrich their degree programs.

See Group Requirements in the Registration and Academic Policies section of this bulletin for folklore and ethnic studies courses that satisfy stand-alone and cluster requirements.

Certificate in Folklore and Ethnic Studies
Students may satisfy requirements for a folklore and ethnic studies certificate by completing, with grades of mid-C or better, one set of core courses and one of the options listed below:

Folklore Core 9 credits
Introduction to Native American Literature (ENG 240) 3
Introduction to Folklore (ENG 250) 3
Choose one from Introduction to Cultural Anthropology (ANTH 110), Selected Topics in Ethnicity (ANTH 211), or Oregon Native Americans (ANTH 213) 3

Ethnic Studies Core 9 credits
Introduction to Ethnicity and Ethnic Communities (ES 101, 102) 6
Ethnic Groups and the American Experience (ES 103) 3

Option 1 27 credits
Related lower-division courses 6
Related upper-division courses 21

Option 2 27 credits
Practicum: Field Experience (ES 409) or field-based courses 6
Related upper-division courses 21

Students seeking to qualify for a certificate must consult a codirector two terms before graduation for course-work approval and transcript evaluation and to arrange the field experience. Students must complete major and degree requirements in another department or school of the university.

Minor in Ethnic Studies
The interdisciplinary minor in ethnic studies requires a minimum of 24 credits, with at least 15 upper-division credits, distributed as follows:

Course Requirements 24 credits
Introduction to Ethnicity and Ethnic Communities (ES 101, 102) 6
Ethnic Groups and the American Experience (ES 103) 3
Selected upper-division courses from areas such as history (HIST), political science (PS), religious studies (REL), sociology (SOC), Spanish (SPAN), or speech: rhetoric and communication (RHCM) 15

The minor program must be planned in consultation with a folklore and ethnic studies adviser at least two terms before graduation. With the consent of folklore and ethnic studies faculty members, students may use appropriate courses numbered 405, 406, 407, and 410, taught in participating departments, as electives. A grade of mid-C or better must be earned in any course applied toward the minor; at least four of the courses must be taken at the University of Oregon.

GRADUATE STUDY IN FOLKLORE
Folklore may be chosen as an area of concentration in a master's or doctoral degree program in the English or anthropology departments. Students may also create their own plan of study for a master's degree through the Interdisciplinary Studies: Individualized Program (IS/IP) offered by the Graduate School. With the approval of the Graduate School, students typically select courses taught by folklore scholars and students in the English and anthropology departments and combine these with a third interest area such as history, dance, or music. A thesis or field-work project is required for completion of the degree. Students working toward M.A. degrees must also demonstrate competence in a foreign language.

FOLKLORE AND ETHNIC STUDIES COURSES (ES)

101, 102 Introduction to Ethnicity and Ethnic Communities (3,3) The origin and impact of racism in the United States. The role of race and ethnicity in shaping the American culture.

103 Ethnic Groups and the American Experience (3) Social movements and contemporary issues with an emphasis on ethnic literature and scholarship.

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)
By arrangement with instructor and approval of program codirector.

200 Innovative Education: [Term Subject] (1–3R)


320 Problems and Issues in the Native American Community (3) Explores contemporary and historic relations among the spectra of native and immigrant cultures. Identifies contemporary sociopolitical, economic, educational, spiritual, legal, and environmental issues facing urban and reservation native cultures.


399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–2R)

405 Reading and Conference: [Term Subject] (1–2R)

406 Field Studies (1–2R)

407/507 Seminar: [Term Subject] (1–5R)

409 Practicum: [Term Subject] (1–2R)

410/510 Experimental Course: [Term Subject] (1–5R)

Additional Courses
Other upper-division and graduate courses with related subject matter may be included in individual folklore and ethnic studies certificate programs by arrangement with the instructors and the codirectors of folklore and ethnic studies. For descriptions of the following courses, see departmental sections of this bulletin.

Anthropology. Selected Topics in Ethnicity (ANTH 211), Oregon Native Americans (ANTH 213), Ethnology of Hunters and Gatherers (ANTH 301), Ethnology of Tribal Societies (ANTH 302), Ethnology of Peasant Societies (ANTH 303), Native North Americans (ANTH 320), Pacific Basin: Polynesia and Micronesia (ANTH 323), Pacific Basin: Melanesia and Australia (ANTH 324), Cultural Dynamics (ANTH 415/515), Anthropology of Religion (ANTH 418/518), Anthropology and Folklore (ANTH 419/519), Anthropology of Art (ANTH 420/520), Topics in Pacific Ethnology (ANTH 425/525), Peoples of South Africa (ANTH 426/526), Peoples of Central and East Africa (ANTH 427/527), Peoples of West Africa and the Sahara (ANTH 428/528), Jewish Folklore and Ethnology (ANTH 429/529), Peoples of East Asia (ANTH 431/531), Native Central Americans (ANTH 433/533), Native South Americans (ANTH 434/534), Cultures of Island Southeast Asia (ANTH 436/536), Race, Culture, and Sociobiology (ANTH 468/568), Dance. Dance and Folk Culture (DAN 301), Dance Cultures of the World (DAN 452/552), English. Introduction to Afro-American Literature (ENG 151), Introduction to Native American Literature (ENG 240), Introduction to Folklore (ENG 250), Afro-American Prose (ENG 310), Afro-American Poetry (ENG 311), Afro-American Drama (ENG 312), Reading and Conference (ENG 405 or 605), Seminar (ENG 407/507), Experimental Courses: Narrative Theory and Folklore, Native American Literature (ENG 410/510), Studies in Mythology (ENG 482/582), Folklore and Mythology of the British Isles (ENG 483/583), American Folklore (ENG 484/584),
Film and Folklore (ENG 485/585), Afro-American Folklore (ENG 486/586), American Popular Literature and Culture (ENG 487/587), Topics in Folklore: Fieldwork (ENG 680)

Geography. Geography of Languages (GEOG 444/544), Culture, Ethnicity, and Nationalism (GEOG 445/545)

History. Afro-American History (HIST 250, 251), American Indian History (HIST 469/569)

Music. Music in World Cultures (MUS 258)

Political Science. Politics of Multi-Ethnic Societies (PS 443/543)

Religious Studies. Great Religions of the World (REL 201, 202, 203), Religions of India (REL 301), Chinese Religions (REL 302), Japanese Religions (REL 303), Judaism and Christianity since 70 C.E. (REL 306), Religions of the Islamic World (REL 307), History of Eastern Christianity (REL 324, 325), Buddhism and Asian Culture (REL 330, 331)

Romance Languages. Introduction to Spanish-American Literature (SPAN 325, 326)

Sociology. Race, Class, and Ethnic Groups (SOC 222), Sociology of Race Relations (SOC 445/545)

Speech. Background of Black Protest Rhetoric (RHCM 426/526)

GENERAL SCIENCE

164 Oregon Hall
Telephone (503) 346-3211
John V. Leahy, Director

Program Committee Faculty
Ralph J. Barnhard, chemistry
Jacob Beck, psychology
Gordon G. Goles, geological sciences
Amir Goswami, physics
Richard M. Koch, mathematics
John V. Leahy, mathematics
John R. Lukacs, anthropology
Nancy Miller, academic advising and student services
Karen U. Sprague, biology
David H. Wagner, biology
Cathy Whitlock, geography
Robert L. Zimmerman, physics

The general science curriculum allows students to design academic programs that satisfy the requirements for a bachelor of science degree and provide more breadth than traditional science programs. Many exciting areas of scientific inquiry, such as the neurosciences, environmental sciences, and biophysical sciences, require broad science backgrounds and encompass several science disciplines. Students planning graduate study or technical careers in one of these areas as well as students preparing for careers in the health sciences, in science education, or in a science-related business or social service might be best served by a well-designed multidisciplinary science program.

One strength of the General Science Program is its diversity and flexibility. To exploit that strength, students need to design their programs carefully, consulting frequently with the general science adviser and taking advantage of the expertise of faculty members who serve on the program committee. Course sequences that meet requirements of professional schools and training programs should be selected in consultation with program advisers or committee members. Students should seek assistance in program planning when they identify or change career goals, because successful application to professional schools and training programs may require them to complete additional courses beyond those required for the general science major.

Some examples of cross-disciplinary fields, and the subject-matter areas that might be combined in designing a program, are given below:

Animal behavior and ethology: biology, psychology, anthropology
Biophysical sciences: biology, chemistry, physics
Cognitive sciences: psychology, computer science, mathematics
Environmental sciences: biology, chemistry, geography, geology, physics
Neurosciences: biology, chemistry, psychology

All general science majors are encouraged to consult with their advisers during the junior year to ensure that their remaining coursework is structured to meet all requirements of the major. General science majors must meet the major requirements of the general bulletin in effect the year they are accepted as majors or the major requirements of a subsequent unexpired bulletin. A student should notify the general science adviser of the intention to graduate at least one term before the proposed graduation date.

Preparation. High school students planning to major in general science should take as much mathematics as possible, including two years of algebra and trigonometry. They should also take science courses in their areas of interest. Students planning to transfer into the General Science Program after two years at a community college or at another college or university should complete courses equivalent to the lower-division requirements listed below and as many as possible of the general university graduation requirements for the bachelor's degree. Acceptance of transfer courses and credits is determined by evaluators in the Office of Admissions in consultation with general science advisers or committee members.

Upon admission, transfer students should consult a general science adviser in the Office of Academic Advising and Student Services, 164 Oregon Hall.

Careers. Students planning careers as teachers may work toward certification with the science endorsements while earning a bachelor's degree in general science.

The General Science Program allows pre-health science students preparing for careers in medicine, dentistry, or related fields to meet professional school admission requirements while completing the bachelor's degree. General science, when combined with a minor or a second major, can work well for students planning careers in science-related business, public relations, and human services.

Graduate Studies. Students interested in graduate studies in science should choose carefully courses that will meet admission requirements. Most graduate programs in science require a year of physics and organic chemistry.

Degree Requirements

Lower Division

The following lower-division courses must be completed with grades of C- or P (pass) or better. Courses graded N (no pass) or F may be repeated for credit.

1. Calculus I and II (MATH 251, 252)
2. One course in computer science selected from Introduction to Business-Information Processing (CIS 131), Introduction to Numerical Computation with FORTRAN (CIS 133), Problem Solving in Pascal (CIS 134), or Computer Science I (CIS 210)
3. Three of the sequences or three-term combinations listed below. At least two of the sequences must be accompanied by the corresponding laboratory sequence:

- Anthropology. Introduction to Human Evolution (ANTH 170), Evolution of Monkeys and Apes (ANTH 171), Human Evolution (ANTH 361) or Human Adaptation (ANTH 367)
- Biology. General Biology I: Cells (BI 101), General Biology II: Organisms (BI 102), and General Biology III: Populations (BI 103) with
laboratories (BI 211, 212, 213) or three from Genetics and Evolution (BI 220), Molecular Biology (BI 221), Cellular Biochemistry (BI 222), Cellular Physiology (BI 223) with laboratories (BI 225, 226, 227, 228)

Chemistry. Introductory General Chemistry (CH 211, 212, 213) with laboratories (CH 227, 228, 229) or General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) or Honors General Chemistry (CH 224H, 225H, 226H) with laboratories (CH 237, 238, 239)

Computer and Information Science. Computer Science I, II, III (CIS 210, 211, 212) with laboratories (CIS 220, 221, 222)

Geography. The Natural Environment (GEOG 101) and two from Climatology (GEOG 321), Geomorphology (GEOG 322), Biogeography (GEOG 323)

Geological Sciences. Introduction to Geology: The Dynamic Earth (GEOL 101), Introduction to Geology: The Face of the Earth (GEOL 102), Introduction to Geology: The Evolving Earth (GEOL 103) with laboratories (GEOL 104, 105, 106) or General Geology: Earth's Interior Heat and Dynamics (GEOL 201), General Geology: Earth's Surface Processes and Morphology (GEOL 202), General Geology: Evolution of the Earth (GEOL 203)

Physics. Physics of Energy and Environment (PHYS 161), Solar Energy (PHYS 162), Electric Power Generation (PHYS 163) or General Physics (PHYS 201, 202, 203) or General Physics with Calculus (PHYS 211, 212, 213) with Introductory Physics Laboratory (PHYS 204, 205, 206)

Upper Division

1. Complete a minimum of 30 credits in science courses numbered 300 and above. At least 24 of these credits must be taken for letter grades and passed with grades of C- or better. While BI 220, 221, 222, 223 do not count as upper-division credits, students who complete three of these courses with grades of mid-C or better need to take only 24 upper-division credits

2. 300-level courses used to meet lower-division requirements may not be used to satisfy the upper-division credit requirement

3. Two areas of emphasis are required—at least 12 upper-division credits must be completed in one area and at least 9 upper-division credits in a second area. Upper-division courses having fewer than two prerequisites may not be used to satisfy this requirement

4. A total of 4 credits from courses with fewer than two prerequisites may be used to complete the upper-division credit requirement outside the emphasis areas

5. Tutorials and courses numbered 400–410, 507, 508, or 510 may not be included unless approved by the general science adviser

6. Upper-division credits used to satisfy minimum requirements of another major may not be used to satisfy the upper-division requirements in general science

Upper-division courses may be selected from:

Anthropology. Courses in human and primate anatomy and evolution (ANTH 360–367, 460–467)

Biology. All upper-division courses

Chemistry. All upper-division courses

Computer and Information Science. All upper-division courses

Geography. Physical geography courses (GEOG 321–323, 421–427, 430, 431)

Geological Sciences. All upper-division courses

Mathematics. All upper-division courses

Physics. All upper-division courses except Physicists' View of Nature (PHYS 301, 302, 303)

Psychology. Courses in the experimental and physiological areas (PSY 302, 304, 430–450)

Program Planning

Information about program planning and detailed examples of programs are available from the general science adviser, Office of Academic Advising and Student Services, 104 Oregon Hall. Prehealth science students who choose the general science major should design their programs to meet the admission requirements of the professional school of their choice. See also the Preparatory Programs section of this bulletin.

Students interested in careers in science education should take advantage of the teacher education advising services offered through the Office of Academic Advising and Student Services, 104 Oregon Hall, and the Student Support Services, College of Education, 117 Education Building. See also the Preparatory Programs section of this bulletin.

GEORGE

GEOGRAPHY

107 Condon Hall
Telephone (503) 346-4555
Everett G. Smith, Jr., Department Head

FACULTY


Emeriti


Edward T. Price, professor emeritus (North America, cultural geography, historical geography). B.S., 1937, California Institute of Technology; Ph.D., 1950, California, Berkeley. (1963)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

UNDERGRADUATE STUDIES

Undergraduate students in the Department of Geography develop an awareness of the natural and cultural landscapes of several regions of the world and investigate the processes that form them. Any lower-division course is open to any student at the university; none have prerequisites or require particular high school background. For students transferring to the
university in their third year, preparation in introductory college geography courses is desirable.

An undergraduate major in geography follows a broadly based general degree program or one that emphasizes environmental studies. Both bachelor of arts (B.A.) and bachelor of science (B.S.) degrees are offered in the department. A grade of at least C– or P (pass) is required in each of the sixteen geography courses used to fulfill a major in geography. A grade point average (GPA) of 2.25 or better is required for geography courses is required for majors. At least ten courses in the major must be taken for letter grades.

All geography majors are required to complete College Algebra (MATH 111) and Elementary Functions (MATH 112) as well as demonstrate proficiency in a foreign language either by passing a second-year university foreign language course or an examination indicating an equivalent level of proficiency.

The B.A. degree is recommended for students planning to emphasize cultural or regional geography. The B.S. degree, which requires completion of three selected mathematics courses, is recommended for students planning to emphasize physical geography or environmental studies. All students planning graduate studies in geography should take a three-term sequence in calculus (MATH 241, 242, 243) and MATH 251, 252, 253).

Although a degree in geography is a liberal arts degree, many graduates have found related vocational opportunities in government or private employment, principally in planning, environmental research, cartography, or geographic information systems.

Group Requirements. All undergraduates must satisfy group requirements, consisting of approved stand-alone courses and clusters, for graduation. For details see Group Requirements in the Registration and Academic Policies section of this bulletin.

Social Science. GEOG 101, 103, 105 or two courses from GEOG 101, 103, 105 and one from GEOG 201, 202, 203, 204, 206, 207 Science. GEOG 101 and two courses selected from GEOG 321, 322, 323

Major Requirements
Sixteen courses, of which ten must be upper division, are required as follows:

Introductory Geography. Five courses to include The Natural Environment (GEOG 101), Natural Environments Laboratory (GEOG 111), Human Geography Laboratory (GEOG 112), and two courses selected from Cultural Geography (GEOG 103), Geography and Environment (GEOG 104), Urban Environment (GEOG 105)

Techniques of Geographers. Two courses selected from Cartographic Methods (GEOG 311), Air Photo Interpretation and Remote Sensing (GEOG 312), Geographic Field Studies (GEOG 313), Geographic Data Analysis (GEOG 314), Advanced Cartography (GEOG 411), Advanced Geographic Data Analysis (GEOG 414), Applied Geographic Problems (GEOG 415)

Physical Geography. Three courses selected from Climatology (GEOG 321), Geomorphology (GEOG 322), Biogeography (GEOG 323), Advanced Climatology (GEOG 421), Advanced Geomorphology (GEOG 422), Advanced Biogeography (GEOG 423)

Cultural Geography. Three courses selected from Historical Geography (GEOG 440), Political Geography (GEOG 441), Urban Geography (GEOG 442), Economic Geography (GEOG 443), Geography of Languages (GEOG 444), Culture, Ethnicity, and Nationalism (GEOG 445), Geography of Religion (GEOG 446), Cultural Landscapes (GEOG 460), Environmental Alteration (GEOG 461), Historical and Contemporary Views of the Environment (GEOG 462), Geography, Law, and the Environment (GEOG 463)

Regional Geography. Three courses selected from World Regional Geography (GEOG 201), Geography of Europe (GEOG 202), Geography of Asia (GEOG 203), Geography of the Soviet Union (GEOG 204), Geography of Oregon (GEOG 206), Geography of the United States (GEOG 207), Geography of European-American Regions (GEOG 470), The American West (GEOG 471), Geography of Non-European-American Regions (GEOG 479)

Geography Major with an Environmental Studies Minor. The basic requirements of the geography major are the following:

The Natural Environment (GEOG 101), Geography and Environment (GEOG 104), Cultural Geography (GEOG 103) or Urban Environment (GEOG 105), Natural Environments Laboratory (GEOG 111), Human Geography Laboratory (GEOG 112)

Two geographic techniques courses
Four upper-division cultural geography courses including two from Environmental Alteration (GEOG 461), Historical and Contemporary Views of the Environment (GEOG 462), Geography, Law, and the Environment (GEOG 463)

Three upper-division physical geography courses
Two regional geography courses. One or two upper-division physical geography courses or environmental geography courses selected from GEOG 460-463, but not used to satisfy the cultural geography requirement, may be substituted for one or both of the regional geography courses

Other requirements for the minor outlined by the Environmental Studies Program

The Natural Environment (GEOG 101) One upper-division physical geography course Two geographic techniques courses
One cultural geography course selected from Cultural Geography (GEOG 103), Geography and Environment (GEOG 104), Urban Environment (GEOG 105)

One upper-division cultural geography course Two additional geography courses. Natural Environments Laboratory (GEOG 111) and Human Geography Laboratory (GEOG 112) count as one course when applied to the minor

Teaching
For specific information about requirements for primary and secondary school teaching, students should consult Gary H. Searl, the department’s endorsement adviser for teacher education, and the staff in the College of Education’s Office of Student Support Services, 117 Education Building.

Honors College Program
The Clark Honors College student majoring in geography must design a course of study in consultation with a major adviser in geography.

GRADUATE STUDIES
Graduate work leading to both the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees is offered. The department also supervises an interdisciplinary master of science (M.S.) degree program that emphasizes geography and education. The department's graduate programs emphasize cultural geography, physical geography with an emphasis on Quaternary studies, and environmental studies. The master's program may be a more generalized study of cultural, physical, or environmental geography. The Ph.D. program closely follows the research interests of the geography faculty. Because of the small size of the faculty, most students follow an individualized program that includes courses and seminars in related disciplines. Although the department requires knowledge of the fundamentals of geography, it welcomes students whose undergraduate work has been in other disciplines and who can apply their training to geographic problems.

Admission
To apply for admission, send to the university Office of Admissions the original copy of the Graduate Admission Application form and the application fee and transcripts as explained in the Graduate School section of this bulletin. Applicants whose application materials are received by March 1 are given preference for fall admission.

The applicant should also send the following application materials directly to the Department of Geography:

1. The four carbon copies of the admission application
2. Official transcripts of all undergraduate and graduate college work
3. Three letters of reference from people familiar with the applicant’s academic background or relevant professional experience
4. A score from the Graduate Record Examination (GRE) general test
5. A statement about interests to be pursued at the university. Applicants to the Ph.D. program must include in the statement specific research directions or possible dissertation topics.
6. If appropriate, the application for a graduate assistantship or fellowship award.
7. All international applicants must submit a score from the Test of English as a Foreign Language (TOEFL).

General Requirements

All graduate degrees in geography require reading skill in one foreign language, which may be met either by passing a second-year university foreign language course during the seven-year period prior to the receipt of the master's or doctor's degree or by passing the Graduate Student Foreign Language Test (GSFLT) at a level equivalent to a grade of C- or better. To ensure breadth of knowledge in the discipline, the department requires all Ph.D. and M.A. candidates to complete the following courses or their equivalents: Cartographic Methods (GEOG 311); Geographic Data Analysis (GEOG 314); Climatology (GEOG 321); Geomorphology (GEOG 322); Biogeography (GEOG 323); Historical Geography (GEOG 540) or Cultural Landscapes (GEOG 560); Political Geography (GEOG 541); Urban Geography (GEOG 542), or Economic Geography (GEOG 543); Geography of Languages (GEOG 544), Culture, Ethnicity, and Nationalism (GEOG 545), or Geography of Religion (GEOG 546); Environmental Alteration (GEOG 561), Historical and Contemporary Views of the Environment (GEOG 562), or Geography, Law, and the Environment (GEOG 563). Graduate students cannot receive graduate credit for 300-level courses.

Theory and Practice of Geography (GEOG 620) must be taken during the first fall term the graduate student is in residence. Each graduate student must take 1 credit of Workshop (GEOG 608) every winter and spring term that student is in residence.

Master's Degree Program

The M.A. degree in geography emphasizes general proficiency in physical and cultural geography and basic skills in the use of two core geographic techniques and methods as well as the specialized research presented in the thesis.

Requirements

Beyond the general requirements for all graduate students in geography, two graduate seminars in geography (GEOG 607) are required of each M.A. candidate. A committee of two geography faculty members supervises the research and writing of a master's thesis that shows evidence of original research and writing. The student must enroll for 9 credits of Thesis (GEOG 503), at least 3 of which must be taken during the term the degree is granted. Every master's thesis must be presented at a public lecture.

Interdisciplinary Program in Geography

This program is designed to relate the research methods and viewpoint of geography to the teaching of social studies at all levels of instruction. The interdisciplinary M.S. degree program requires 36 credits of work in geography and 9 to 15 credits in education. Course and seminar requirements parallel those for the M.A. program in geography. Teaching skills are substituted for foreign language competence. A final written examination administered by a departmental committee is required. A learning activity project is substituted for the thesis. Consult the department's interdisciplinary program adviser for more information.

Doctoral Program

The Ph.D. program requires more specialization of the student, who must demonstrate thorough knowledge of the geography of a major region of the world and competent understanding of one of the systematic fields of geography. While this program is designed to suit each individual's background and interests, prospective candidates should pay particular attention to the systematic specialization and regional interests of the department's faculty members before applying for admission.

The candidate may use the flexibility of Research (GEOG 601) and Reading and Conference (GEOG 605) to follow specific interests with individual members of the faculty. The Ph.D. program, planned with faculty committee approval, is measured by achievement of the stated goals rather than by any specific number of credits.

Ph.D. Requirements

In addition to completing all Graduate School requirements and a master's degree in geography or equivalent study that includes courses required for the M.A. degree in geography at the University of Oregon, the geography Ph.D. program requires at least two graduate seminars in geography (GEOG 607) and the completion of a second language or technical skill. The second language or skill requirement may be met in any of the following ways:

1. Proficiency in a foreign language at the level required for the M.A. degree.
2. Advanced foreign language training to the level required to pass a third-year university-level course in composition and conversation.
3. Mastery of a technique or method of geographic research by passing at least three approved advanced-level courses from outside the department.

After completing the appropriate course work, graduate seminars, and language or technical skills requirement, advancement to candidacy is achieved by passing comprehensive written examinations in three areas: a world region, a systematic field of geography, and geographic thought and methodology. The student, in consultation with a faculty committee, writes four questions in each area for the comprehensive examination. Two or three questions in each area are then selected by the advisory committee, and the student prepares written answers to them during a six-week period. Within nine months of completing the comprehensive examination, the student must present a dissertation proposal for approval by the student's dissertation committee. The completed dissertation, the capstone of the doctoral program, presents the results of substantive and original research on a significant geographic problem. It is defended in a public oral presentation.

Financial Assistance

A limited number of graduate teaching fellowships (GTFs) are available. Fellows receive a modest stipend and are exempt from tuition but must pay a small fee each term. GTFs usually register for 15 credits of course work a term and are assigned duties of 87.5 hours a term for each 0.20 full-time equivalency of their fellowship. Applications for fellowships should be received by March 1.

The College Work-Study Program (under federal funding for students from low-income families) provides an alternative means of financial assistance. The Department of Geography has several positions under this program. For information on available positions and for applications for loans or grants, a separate request for forms should be made to the Office of Student Financial Aid, 260 Oregon Hall, University of Oregon, Eugene OR 97403.

GEOGRAPHY COURSES (GEOG)

101 The Natural Environment (3) The earth's natural environments; vegetational patterns, weather, and climate; emphasis on the dynamic interactions among climate, landforms, vegetation, and soils. Greenland, Loy, McDowell, Whitlock.

103 Cultural Geography (3) Ways in which various cultures have evaluated and used their environments. Discussion of the changing distributions of major cultural elements. Murphy, Wixman.

104 Geography and Environment (3) Ways in which the major physical systems and ecosystems of the earth have been modified by human actions. Cook, Urrughart.

105 Urban Environment (3) The character of cities and ways of life in urban locations around the world. Smith.

111 Natural Environments Laboratory (2) Techniques of physical geography including interpretation and use of maps and air photos; measurement, data analysis, and graphing; field techniques. Coreq: GEOG 101.

112 Human Geography Laboratory (2) Study and application of techniques such as map reading, statistics, and field methods that are used by human geographers. Coreq: GEOG 103, 104, or 105.

196 Field Studies (1-2R)

198 Workshop: [Term Subject] (1-2R)

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R) A course on regional geography of the Middle East is offered winter 1993.

201 World Regional Geography (3) Introduction to the world's cultural regions. Study of the cultural and environmental factors that make different parts of the world distinctive. Smith, Urrughart, Wixman.

202 Geography of Europe (3) Physical and cultural processes that have shaped the rural and urban landscapes of Europe.

203 Geography of Asia (3) The physical and cultural processes that have shaped the rural and urban landscapes of Asia. Wixman.

204 Geography of the Soviet Union (3) Natural regions, major population groups, and the economic development of the former USSR. Wixman. Not offered 1992–93.
206 Geography of Oregon (3) Development of Oregon’s natural and cultural landscapes, its natural and human resources, and its economic development and environmental problems. Searl.

207 Geography of the United States (3) Natural and cultural landscapes, settlement patterns and urban systems, regional divisions and integration. Smith.

311 Cartographic Methods (3) Theory and laboratory production of thematic maps; study of the nature of map data, symbols, design, layout, and the history of cartography. Loy.

312 Air Photo Interpretation and Remote Sensing (3) Principles of aerial photography, image interpretation, and satellite imaging systems. Laboratory exercises in use and interpretation of air photos and satellite imagery. Loy.

313 Geographic Field Studies (3) Research techniques in geography applied to local areas and problems. Field trip fee. Majors only.

314 Geographic Data Analysis (3) Nature of geographical data sets, description and summarization of patterns, distributions, and relationships among geographical data. Majors only. Bartlein.


322 Geomorphology (3) Landform processes in the physical landscape with emphasis on processes and resulting landforms. Prereq: GEOG 101 or GEO 102. McDowell.

323 Biogeography (3) Relation of plants and animals to the environment; distribution of individual species, historical changes in plant distribution. Prereq: GEOG 101. Cook, Whitlock.

399 Special Studies: [Term Subject] (1-4R)

400 Innovative Education: [Term Subject] (1-3R)

401 Research (1-21R) P/N only

403 Thesis (1-21R) P/N only

405 Reading and Conference: [Term Subject] (1-21R) P/N only

406 Field Studies (1-21R)

407/507 Seminar: [Term Subject] (1-5R)


408 Workshop: [Term Subject] (1-21R) P/N only

409 Practicum: [Term Subject] (1-21R) P/N only

410/510 Experimental Course: [Term Subject] (1-4R) Courses offered 1992–93 are Global Environmental Change, Political Geography of Eastern Europe.

411/511 Advanced Cartography (3) Design and production of maps and graphics using computer-aided techniques with emphasis on geographic information systems (GIS) output methods. Prereq: GEOG 311. Loy.


421/521 Advanced Climatology: [Term Subject] (3R) Topics in climatology, including physical climatology, dynamic and synoptic climatology, and paleoclimatology. R when topic changes. Prereq: GEOG 321. Bartlein, Greenland.

422/522 Advanced Geomorphology: [Term Subject] (3R) Study of one principal landforming process, its characteristics in time and space, and the resulting landforms. R when topic changes. Prereq: GEOG 322. McDowell.


427/527 Fluvial Geomorphology (4) Hydraulics and hydrology of stream channels; channel morphology and processes; drainage network development; fluvial deposits and landforms; field and analytical methods. Required field trips. Prereq: GEOG 322; MATH 111, 112. McDowell. Offered 1992–93 and alternate years.

430/530 Quaternary Environments (3) Evolution of the physical landscape during the Quaternary. Elements of paleoclimatology, paleoecology, and geomorphology. Required field trips. Prereq: GEOG 321, 322, 323 or instructor’s consent. Whitlock.

431/531 Quaternary Vegetation History (3) Vegetation change through the Quaternary period as it appears in the paleoecological record; implications for modern ecology and biogeography. Prereq: GEOG 323 or BI 130 or 370 or instructor’s consent. Whitlock.


441/541 Political Geography (3) Spatial perspectives on global political patterns and processes. Relationship of political territories to resources, ethnic patterns, and ideological communities. Impact of political arrangements on landscapes. Prereq: GEOG 103 or instructor’s consent. Murphy.

442/542 Urban Geography (3) Urbanization throughout the world, the structure of urban settlements; cities as regional centers, physical places, and homes for people; geographic problems in major urban environments. Prereq: GEOG 103 or instructor’s consent. Smith.

443/543 Economic Geography (3) Description and analysis of economic locations in different parts of the world. Smith.

444/544 Geography of Languages (3) Present distribution of languages in the world—who, where, and how many. Historical evolution of present linguistic patterns. The significance of other cultural phenomena to languages. Prereq: GEOG 103 or instructor’s consent. Wixman. Not offered 1992–93.

445/545 Culture, Ethnicity, and Nationalism (3) Relationship of ethnic groups and nations to landscapes, perception, and cultural geographic phenomena. Distribution of ethnic and national groups. Prereq: GEOG 103 or instructor’s consent. Murphy, Wixman.


450/560 Cultural Landscapes (3) Systematic study of geographic concepts applied to the landscapes of various cultural groups: study of rural and urban settlements, forms, buildings, and land uses. Prereq: GEOG 103 or 105 or instructor’s consent. Urquhart.

461/561 Environmental Alteration (3) Human alterations of the earth’s major ecosystems. Consequences of human activity at different times and places with respect to soils, atmosphere, vegetation, landforms, and water. Prereq: GEOG 101, 103 or 104 or instructor’s consent. Urquhart.

462/562 Historical and Contemporary Views of the Environment (3) Ways in which humans have thought about their place in nature. Environmental ideas that emphasize concepts of ecology. Prereq: upper-division standing and instructor’s consent. Urquhart.

463/563 Geography, Law, and the Environment (3) Values underlying American legal approaches to environmental issues; the role of law in protecting and managing human understanding and use of the environment. Prereq: GEOG 104 or PPPM 331 or instructor’s consent. Murphy. Not offered 1992–93.

470/570 Geography of European-American Regions: [Term Subject] (3R) Examination of the settlement patterns, regional economies, political organization, and character of the landscapes of selected major regions of the European-American world. R when region changes. Prereq: GEOG 201, another course on the region of study, or instructor’s consent.

471/571 The American West (3) Growth of areas of major attraction and aversion in western North America. The emergence of agricultural, mining, forestry, metropolitan, and industrial regions and centers. Prereq: GEOG 201 or 207 or instructor’s consent. Not offered 1992–93.
609 Dissertation (1-16R) P/N only

601 Research (1-16R) P/N only
602 Supervised College Teaching (1-5R) P/N only
603 Dissertation (1-16R) P/N only
605 Reading and Conference: [Term Subject] (1-16R) P/N only
607 Seminar: [Term Subject] (1-5R) Seminars offered in 1992–93 are Climate and Vegetation, Fluvial Response to Climatic and Tectonic Change, Political-Geographic Problems.

608 Workshop: [Term Subject] (1-16R) P/N only
609 Practicum: [Term Subject] (1-16R) P/N only
610 Experimental Course: [Term Subject] (1-16R) P/N only

GEOLOGICAL SCIENCES
100 Cascade Hall
Telephone (503) 346-4573

Mark H. Reed, Department Head

FACULTY
Sam Buga, professor (sedimentation, sedimentary petrology). B.S., 1956, Kentucky; Ph.D., 1964, Colorado. (1965)


Adjunct and Courtesy


Jane Gray, courtesy professor (evolution, paleoecology). See Biology


Cathy Whitlock, courtesy associate professor (biogeochemistry, Quaternary paleoecology). See Geography

Special Staff


Emeriti


Alexander R. McPhiey, professor emeritus (igneous petrology, volcanology). B.S., 1946, United States Military Academy, West Point; Ph.D., 1961, California, Berkeley. (1965)


The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

UNDERGRADUATE STUDIES
The Department of Geological Sciences undergraduate program is designed to provide an understanding of the materials of the earth and the processes that have shaped the earth and generated our surface environment and mineral and energy resources. Geology is a science that applies all the basic sciences—biology, chemistry, mathematics, and physics—to the understanding of earth processes in a historical context of geologic time. It is a science that explores problems by combining field investigations with laboratory experiments and theoretical studies.

Preparation. High school students planning to major in geology should include in their high school program algebra, geometry, trigonometry, geography, and science (physics, chemistry, biology, earth science, or general science). Students transferring to the Department of Geological Sciences following two years of college work should have completed a year of general chemistry, a year of general physics, and a year of calculus. If available to the student, a year of general geology with laboratory is also recommended. In addition, transfer students should have completed as many as possible of the university requirements for undergraduate degrees.

Careers. Career opportunities for geologists are best for students holding advanced degrees. A variety of professional positions are open to students with master of science degrees, in-
cluding work in applied geology with petroleum and mining companies, environmental consulting firms, and state and federal agencies. Geologists and geophysicists with doctor of philosophy degrees have opportunities in university and college teaching and research positions in federal agencies and private industry. Students are therefore advised to obtain a graduate degree for most professional positions. Graduates with bachelor's degrees can qualify for entry-level positions as laboratory technicians or field assistants and for limited professional positions as junior geologists or geophysicists.

Geology Curriculum

Core Requirements 66–75 credits

Introduction to Geology: The Dynamic Earth, The Face of the Earth, The Evolving Earth (GEOL 101, 102, 103) with Introductory Geology Laboratory (GEOL 104, 105, 106) or General Geology: Earth's Interior Heat and Dynamics, Earth's Surface Processes and Morphology, Evolution of the Earth (GEOL 201, 202, 203) .............................................. 12–15
Calculus I, II, III (MATH 251, 252, 253) .............. 12
Introductory Geology (GEOL 211, 212, 213) or General Chemistry (CH 221, 222, 223) ....... 9–12
General Physics (PHYS 201, 202, 203) or General Physics with Calculus (PHYS 211, 212, 213) or General Biology I, II, III: Cells, Organisms, Populations (BI 101, 102, 103) .............................................. 9–12
Mineralogy I: Physics and Chemistry of Minerals (GEOL 311), Mineralogy II: Systematic Mineralogy (GEOL 312) .............................................. 10
General Petrology (GEOL 313) .............................. 5
Field Geology (GEOL 450) .................................... 9

Set I Requirements 14–16 credits

Four courses selected from:
Sedimentology and Stratigraphy (GEOL 334)
Structural Geology (GEOL 350)
Geology of Ore Deposits (GEOL 425)
Paleozoology I: Paleozoic Marine Fossils (GEOL 431), Paleozoology II: Mesozoic and Cenozoic Marine Fossils (GEOL 432), or Paleozoology III: Nonmarine Fossils (GEOL 433)
Physics of the Earth's Interior (GEOL 463)
Not more than two courses from Introduction to Geochemistry (GEOL 470), Thermodynamic Geochemistry (GEOL 471), Aquatic Geochemistry (GEOL 472), Isotope Geochemistry (GEOL 473)

Set II Requirements 20 credits

Students must take 20 credits of additional course work from the following list of 3- or 4-credit courses. At least 9 of the required 20 credits must be taken in the Department of Geological Sciences. Some courses on this list may be accepted by petition.

Bi ology. Biology courses numbered 221 or above
Chemistry. Quantitative Analysis (CH 238, 239), Organic Chemistry (CH 334, 335, 336), Physical Chemistry (CH 411, 412, 413), Inorganic Chemistry (CH 432, 433), Chemical Thermodynamics (CH 444), Statistical Mechanics (CH 445)

Computer and Information Science. Introduction to Numerical Computation with FORTRAN (CIS 133), Computer Science I, II, III (CIS 210, 211, 212)

Geography. Geomorphology (GEOG 322)

Geology. The Fossil Record (GEOL 304), any Set I course not taken to satisfy Set I requirements, and any 400-level course offered by the Department of Geological Sciences

Mathematics. Several-Variable Calculus I, II (MATH 281, 282), Differential Equations I, II (MATH 420, 421), Statistical Methods I, II (MATH 425, 426)

Physics. Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413), X-ray Crystallography (PHYS 427)

Grade Options and Standards. Geology undergraduates must take for letter grades (pass/no pass not acceptable) all geological sciences courses required in their program for graduation. Required courses taken outside the Department of Geological Sciences (e.g., mathematics, chemistry, physics, biology) must also be taken for letter grades. All required courses must be completed with grades of mid-C or better.

Minor Requirements

Students with majors in other departments who want a minor in geological sciences must begin with either Introduction to Geology: The Dynamic Earth, The Face of the Earth, The Evolving Earth (GEOL 101, 102, 103) with laboratories (GEOL 104, 105, 106) or General Geology: Earth's Interior Heat and Dynamics, Earth's Surface Processes and Morphology, Evolution of the Earth (GEOL 201, 202, 203). Discussions sections taken with GEOL 101, 102, 103 do not count as laboratories. In addition, a minimum of 15 credits must be earned in other geological sciences courses numbered 300–400. Any five 300–400-level geological sciences courses listed in the UO General Bulletin may be used to meet this requirement, except that no more than three courses may be selected from GEOL 304, 305, 306, 307, 308, 309, 310. Some possible choices of courses are offered below. A grade of mid-C or better is required in all courses.

Suggested Minor Curricula for Science Majors

Biology. General Geology (GEOL 201, 202, 203) plus at least 15 credits of course work selected from: The Fossil Record (GEOL 304), Oceanography (GEOL 307), Geology of Oregon and the Pacific Northwest (GEOL 308), Geology of Moons and Planets (GEOL 309), Earth Resources and the Environment (GEOL 310). The two additional geological sciences courses must also be chosen. Students with stronger background may choose from Sedimentology and Stratigraphy (GEOL 334), Structural Geology (GEOL 350), Paleontology I, II, III (GEOL 431, 432, 433), Paleopedology (GEOL 435), Pacific Coast Geology (GEOL 446), Geometrics (GEOL 493)

Group Requirements

Fourteen stand-alone geological sciences courses and several geological sciences clusters are approved to satisfy university science group requirements. For details see the Group Requirements section of this bulletin under Registration and Academic Policies.

Secondary School Teaching

Students interested in obtaining a teaching endorsement in integrated science (physical science or general science) valid for Oregon's public secondary schools (grades five through twelve) must complete a bachelor's degree and demonstrate satisfactory performance on a State of Oregon approved subject-matter test before seeking admission to a teacher preparation program. Students may major in geology or general science and should include in their programs a broad representation of the natural sciences.

Teachers who have endorsements in integrated science and who seek standard certification may satisfy the subject-matter part of their requirements with graduate course work in geological sciences or other science departments. More information may be obtained from the College of Education's Office of Student Support Services, 117 Education Building.

GRADUATE STUDIES

The Department of Geological Sciences offers programs of graduate study leading to master of science (M.S.), master of arts (M.A.), and doctor of philosophy (Ph.D.) degrees with opportunity for research in a wide variety of specialty fields. Course work is designed to meet individual needs, and students may pursue independent research in mineralogy, petrology, paleontology, stratigraphy, sedimentary petrology, geophysics, structural geology, and economic geology. The master's degree program requires two years or more for completion.

Admission to the graduate program is competitive and based on academic records, scores on the Graduate Record Examinations (GRE), and letters of recommendation. International students must also submit scores for the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE). Applications are welcome from students who are interested in using their background in related fields, such as physics, chemistry, and biology, to solve geologic or geophysical problems.

Responsibility for advising graduate students lies with a guidance committee consisting of three faculty members. This committee meets
with each student shortly after he or she arrives on campus and as often thereafter as necessary for planning purposes.

Requirements
Incoming graduate students are expected to have undergraduate preparation equivalent to that required for a bachelor's degree in geology at the University of Oregon as indicated in this bulletin. Deficiencies are determined by a student's guidance committee, which also assists in designing a course of study appropriate to that student's needs and interests. Course work taken to rectify deficiencies may be either for graduate or undergraduate credit, with the approval of the student's guidance committee, by registered audit or by challenge examination. The basic university requirements for graduate degrees are described in the Graduate School section of this bulletin. The department sets additional examination, course work, seminar, and thesis requirements. Applicants should write directly to the Department of Geological Sciences for details.

Programs
Graduate study in geology may be pursued in one or more of four broad areas: mineralogy-petrology-geochemistry, sedimentary-paleontology, structural-geophysics, and economic geology (mineral deposits). Students are encouraged to sample course work from all of these areas. Independent thesis research may be pursued in any area with the consent of a faculty thesis adviser and after circulating a thesis proposal to the full geological sciences faculty for comment.

Mineralogy-Petrology-Geochemistry. The department has good analytical and other research facilities for petrologic and geochemical studies, and the volcanic and metamorphic terranes of the Northwest offer an unsurpassed natural laboratory for research and graduate instruction in the broad field of igneous and metamorphic processes.

Active research programs are diverse. They include field and analytical study of igneous and metamorphic rocks in the Cascade Mountains and various parts of the Cordillera in western North America; experimental and theoretical study of igneous silicate systems (e.g., phase equilibria, trace-element partitioning, and rheological properties); studies of igneous petrogenesis; calculations of multicomponent equilibria in aqueous systems and volcanic gases; and geochemistry and tectonics of the lithosphere and the asthenosphere.

Stratigraphy-Sedimentary Petrology-Paleontology. The research interests of faculty members in this group encompass a broad range of geologic problems related to sedimentary rocks. Current research programs include study of coastal and oceanic sediments; provenance and depositional environments of Tertiary sedimentary rocks of Oregon; provenance and diagenesis of deep-sea sands from the Japan Sea; regional stratigraphy of the Pacific Northwest; Paleozoic brachiopods and conodont biogeography of Australia, western North America, and northwest Europe; biochemistry of fossil brachiopods and conodonts; evolution of major kinds of soils and terrestrial ecosystems through geological time; Cretaceous and Cenozoic foraminifera; and Cenozoic diatoms and silicoflagellates. Opportunities for research in palynology are also available through cooperation with the Department of Biology and Geography.

Structural Geology-Geophysics. Graduate work in the structural geology-geophysics area involves the study of the earth’s dynamic processes on all scales. Laboratory and theoretical studies address both the microscopic and macroscopic nature of partial melting in the upper mantle. Complementary field studies using electromagnetic soundings probe deep lithospheric structure as well as the location of magma bodies and geothermal sources in the Oregon Cascades and other regions of the West. Seismic imaging techniques utilizing regional arrays (e.g., tomography) provide powerful tools for understanding regional tectonics. Studies of upper-mantle and lithospheric structure in and around the Basin and Range province in California and the Pacific Northwest subduction zone are resulting in essential constraints, unavailable from surface geology, for detailed dynamical models of plate-lithospheric deformation. The more general study of mantlewide convection, particularly the large-scale role of subduction, is a rapidly developing field. Geophysical observations including long wavelength gravity, seismic studies of large-scale mantle heterogeneity, and plate tectonic reconstructions are being combined with theoretical fluid mechanics to map roughly the global pattern of convection and plate motions.

Structural geology focuses on applying modern field and analytical techniques to solving problems in the Cenozoic tectonics of the western United States. Detailed field mapping, trench logging, and geomorphic analysis are combined with seismic array data, land- and space-based geodetic data, electromagnetic imaging, and theoretical modeling to address problems including Oregon coastal deformation, active tectonics of the San Andreas fault system, the dynamics of the Basin and Range province, and seismic risk along the Pacific margin of the United States.

Geophysical experiments conducted at sea investigate the nature of sea-floor spreading including the segregation, transport, and storage of melt; the rifting of oceanic lithosphere; and the spatial and temporal connectivity between magmatic, tectonic, and hydrothermal processes. Seismic tomography, gravimetric, and magnetic methods are being used to explore the three-dimensional structure of the axial magma chamber beneath the fast-spreading East Pacific Rise. Expeditions to the slow-spreading Mid-Atlantic Ridge will study seismicity associated with lithospheric rifting.

Mineral Deposits. Current research on ore deposits includes studies of porphyry copper deposits, epithermal veins, sediment-hosted base metal deposits, and active geothermal systems. These research efforts combine field mapping, petrography, and chemical analyses with theoretical chemical modeling of processes of ore fluid generation, alteration, and mineralization (e.g., red bed-brine reaction, boiling epithermal solutions, effects of cooling hydrothermal solutions).

Related Research Activities
The Center for Volcanology consists of an informal, voluntary group of departmental faculty members who are interested in promoting research in the fields of igneous processes and volcanic geology. Oregon and the Pacific Northwest provide exceptional opportunities for field study of volcanic rocks and structures.

The Condor Museum of Geology, administered by the geological sciences department, contains an extensive collection of vertebrate fossils, paleobotanical specimens, and recent terrestrial fossils, which are available to interested researchers for study.

Research Facilities
Students may use a variety of analytical facilities and equipment including a three-component broadband (0.03-50Hz) seismic array, an electron microprobe, a scanning electron microscope, X-ray diffraction, atomic absorption and emission, and wet-chemical analysis. Four piston-cylinder apparatus with pressure-temperature capability to 60 kilobars and 1500°C are available for studying crystalline, partially molten, and molten silicates under mantlelike conditions. Other equipment measures transport properties and viscosity in melts and rocks at high temperatures.

An experimental petrology laboratory covers a wide range of crustal temperatures and pressures and includes equipment for doing experiments in controlled atmospheres.

Computers are used for much of the research in the department including acquisition of analytical and magnetotelluric data, acquisition and processing of seismic data, and numerical modeling of geophysical processes and geochemical reactions. Two geochemistry laboratories are equipped with various sophisticated computer programs for thermodynamic calculations of gas-liquid-solid equilibria and processes important in metamorphic, volcanic, and hydrothermal systems. The departments houses a local network of SunSPARC stations and a SPARC server 4/370, which supports the seismic array, as well as a Novell network for PCs and Macintosh computers. Bitnet and Internet can be accessed through the UO NET fiber optic link. A student computer facility, equipped with five IBM Model 70 computers and a laser printer, is also connected to the networks.

The sedimentological and paleontological laboratories have, in addition to standard laboratory equipment, an electronic particle-size analyzer, an X-ray diffraction unit, photographic microscopes, a Leitz Aristophot unit, a fully maintained catalogue of foraminifera, an acid room, and a condont-preparing laboratory.

Financial Aid for Graduate Students
The department provides support to a limited number of graduate students through graduate teaching fellowships. Other students receive research assistantships from individual faculty members whose research is supported by grant funds. Sponsors of grant-funded research include the American Chemical Society, Murdock Foundation, National Aeronautics and Space Administration, National Science Foundation, Office of Naval Research, Oregon State Department of Geology and Mineral In-
industry, United States Geological Survey, and the Western Mining Corporation, Australia. Approximately one-half of the department's graduate students are fully or partially supported through teaching and research assistantships. More information about financial assistance and department policies for awarding and renewing teaching and research fellowships may be obtained by writing to the department.

**GEOLOGY COURSES (GEOL)**

101 Introduction to Geology: The Dynamic Earth (4) Volcanoes, earthquakes, mountain building, generation of the earth's crust; plate tectonics. Internal structure and processes responsible for these phenomena. Comparison with other planets in the solar system.

102 Introduction to Geology: The Face of the Earth (4) Surface materials, landforms, and processes. Rocks and minerals; weathering, erosion, sedimentation; groundwater, streams, glaciers, deserts, oceans, and coastlines.

103 Introduction to Geology: The Evolving Earth (4) Origin and early history of the earth; time scales; fossilization; correlation; sedimentary environments; sea-floor spreading; orogeny; stratigraphic history of North America; evolution of plants and animals.

104, 105, 106 Introductory Geology Laboratory (1,1,1) Properties of minerals and rocks; reading topographic and geologic maps; use of aerial photographs; model simulations of geologic processes; fossils.

198 Laboratory Projects: [Term Subject] (1-2R)

199 Special Studies: [Term Subject] (1-3R)

Studies of special geologic topics combine background lectures with guided field trips to areas of particular geologic interest.

201 General Geology: Earth's Interior Heat and Dynamics (4) Origin and differentiation of the earth. Internal processes including heat, gravity, magnetism, and plate tectonics. Internal structure, seismology, earthquakes, volcanism, mountain building, and deformation of the crust. Designed for science majors, Clark Honors College students, and students with science backgrounds. Includes a weekly two-hour laboratory.

202 General Geology: Earth's Surface Processes and Morphology (4) Chemical and physical processes that shape the face of the earth. Processes include weathering, erosion, and sedimentation; groundwater, streams, glaciers, deserts, oceans, and coastlines. For science majors, Clark Honors College students, and students with science backgrounds. Includes a weekly two-hour laboratory.

203 General Geology: Evolution of the Earth (4) Origin, early history, and physical evolution of the earth; origin and evolution of plant and animal life on earth; geologic time scales, development of the global stratigraphic section. For science majors, Clark Honors College students, and students with science backgrounds.

211 Rocks and Minerals (3) Common minerals and rocks; origin and properties of precious, semiprecious, and ornamental stones; economically important rocks and minerals. For nonmajors. Prerequisite: high school chemistry.

304 The Fossil Record (3) Origin of life in Precambrian; evolution of plants and invertebrate animals; evolution of early chordates, fish, amphibians, reptiles, dinosaurs, birds, and mammals; speciation and extinction. Intended for junior and senior nonmajors but also open to geology majors.

305 Mountains and Glaciers (3) Nature and origins of Alpine and Andean mountain ranges; types of glaciers that shape their topography.

306 Volcanoes and Earthquakes (3) Mechanisms that cause earthquakes and volcanoes, relation to plate tectonics, associated hazards, examples in Oregon and the western United States.

307 Oceanography (3) Characteristics and physical, chemical, and biological processes of the world's oceans. Includes sections on origin of the oceans, plate tectonics, and human use and misuse of ocean resources.

308 Geology of Oregon and the Pacific Northwest (3) The region's geologic and tectonic history and the plate tectonic processes responsible for its evolution.

309 Geology of Moons and Planets (3) Results of exploration of the lunar surface and observations of the planets and satellites; interference from the studies of meteorites; the early history of the earth.

310 Earth Resources and the Environment (3) Geology of energy, mineral, and water resources; and environmental issues related to their use. Topics include fossil fuels, metals, nuclear waste disposal, and water pollution.

311 Mineralogy I: Physics and Chemistry of Minerals (5) Basic and compound symmetry, Miller indices, crystal structure, chemical bonding, optics. Prerequisite: GEOL 201, 202 or GEOL 101, 102, 104, 105; concurrent or previous enrollment in CH 104, 105, 106; or instructor's consent.

312 Mineralogy II: Systematic Mineralogy (5) Silicates and nonsilicates in hand samples and under petrographic microscopes. Prerequisite: GEOL 311 or instructor's consent.

313 General Petrology (5) Introduction to igneous, metamorphic, and sedimentary petrology with laboratory. Prerequisite: GEOL 311, 312.

334 Sedimentology and Stratigraphy (4) Sedimentary processes; characteristic properties of sedimentary rocks and their use in interpreting depositional environments; principles of lithostratigraphy, magnetostratigraphy, seismic stratigraphy, and chronostratigraphy. Prerequisite: GEOL 310–106 or GEOL 201–203; GEOL 311, 312, 313.

350 Structural Geology (4) Description, analysis, and origin of geologic structures; solution of problems by orthographic and stereographic projections; collection and interpretation of field and map data. Prerequisite: GEOL 101–105 or GEOL 201, 202; GEOL 313.

401 Research (1–2R) P/N only

405 Reading and Conference: [Term Subject] (1–2R) P/N only

406 Field Studies (1–3R)

407/507 Seminar: [Term Subject] (1–5R)

408/508 Laboratory Projects: [Term Subject] (1–3R)

409 Practicum: [Term Subject] (1–3R)

410/510 Experimental Course: [Term Subject] (1–5R) Recent topics include Geodynamics and Geochemistry of Natural Waters.

414/514 Igneous Petrology (5) Origin, occurrence, and classification of igneous rocks. Emphasis on the effects of tectonic setting and physical conditions on the evolution of magmatic liquids. Laboratory work in both. Prerequisites: CH 221, 222, 223; GEOL 311, 312. PHYS 201, 202, 203 recommended.

415/515 Metamorphic Petrology (5) Origin, occurrence, and classification of metamorphic rocks; emphasizes petrologic principles and assemblages of major facies series. Includes laboratory microscopic examination of assemblage textures and fabrics. Prerequisites: CH 221, 222, 223; GEOL 311, 312.

416/516 Sedimentary Petrology (5) Petrologic properties, classification, origin, and occurrence of sedimentary rocks. Laboratory work emphasizes microscopic examination of sandstones and limestones. Prerequisites: GEOL 311, 312, 334.

418/518 Mineral Spectroscopy (3) Applications of Mössbauer, visible, ultraviolet, and infrared spectroscopy data to petrologic problems. Prerequisites: CH 221, 222, 223; GEOL 311, 312; or instructor's consent.

419/519 Electron Beam Analysis in Mineralogy and Petrology (4) Electron probe microanalysis and scanning electron microscopy for analyzing minerals and rocks. Instrumental functions and beam-sample interactions. Correction procedures for quantitative X-ray analysis. Prerequisites: GEOL 311, 312, and first-year physics or instructor's consent.

425/525 Geology of Ore Deposits (4) Magmatic segregation, porphyry copper-molybdenum, epithermal, massive sulfides in volcanic rocks, and base and precious metals in sedimentary rocks. Geologic setting, tectonic setting, and geochemistry of ore formation. Prerequisites: CH 221, 222, 223; GEOL 311, 312; GEOL 313.

427/527 Petroleum Geology (3) Petroleum occurrence, distribution, reserves; chemical and physical properties; geologic framework of petroleum entrainment and accumulation; origin and migration; exploration and drilling techniques. Prerequisite: GEOL 334, 350.

431/531 Paleontology I: Paleozoic Marine Fossils (3) Biostratigraphy, evolution, and paleoecology of life on earth: Paleozoic and some Mesozoic marine invertebrates. Lectures and laboratory exercises on fossil specimens. Prerequisites: GEOL 103 or 203, GEOL 106, or instructor's consent.

432/532 Paleontology II: Mesozoic and Cenozoic Marine Fossils (3) Mesozoic and Cenozoic marine invertebrates. Lectures and laboratory exercises on fossil specimens. Prerequisites: GEOL 103 or 203, GEOL 106, or instructor's consent.

433/533 Paleontology III: Nonmarine Fossils (3) Fossil plants, fish, amphibians, reptiles, and mammals. Lectures and laboratory exercises on fossil specimens. Prerequisites: GEOL 103 or 203, GEOL 106, or instructor's consent.

435/535 Paleopedology (3) Soil formation; mapping and naming fossil soils; features of soils in hand specimens and petrographic thin sections; interpretations of ancient environ...
ments from features of fossil soils. Prereq: GEOL 311, 312.
446/546 Pacific Coast Geology (3) Special problems in the geological interpretation of the western United States. Prereq: GEOL 101, 102, 103 or GEOL 201, 202, 203.
450 Field Geology (9) Geologic fieldwork in selected parts of Oregon; emphasis on mapping at several scales in sedimentary, igneous, and metamorphic areas. Mapping on topographic and air-photo bases. Offered summer session only; meets in the field for six weeks immediately after spring term. Prereq: GEOL 334, 350. A course in mineralogy and lithology recommended.
452/552 Neotectonics and Quaternary Geology (3) Interpretation of active structures from deformed Quaternary sediments and surfaces using case histories. Field project uses air photos and field techniques. Prereq: GEOL 350, GEOL 334 or 463/563.
453/553 Tectonics (3) Tectonic processes and examples. Global kinematics of plates and the forces that drive them. Continental deformation in compressional, shear, and extensional settings. Prereq: GEOL 350 and calculus or instructor's consent.
464/564 Exploration Geophysics (3) Theory and methods used in geophysical mapping and resource exploration; exploration seismology; gravity and magnetic surveys and their interpretation; electrical and electromagnetic methods. Prereq: one year of calculus and physics; GEOL 350, 463/563 or instructor's consent.
470/570 Introduction to Geochemistry (3) Analytical techniques of geochemistry; distributions of elements; lunar and planetary geochemistry; overview of terrestrial igneous, metamorphic, and sedimentary geochemistry; oceans and atmosphere. Prereq: GEOL 311, 312 or CH 411/511, 412/512, 413/513 or instructor's consent.
471/571 Thermodynamic Geochemistry (4) Introduction to geologic application of classical chemical thermodynamics. Gibbs free energy and its temperature, pressure, and composition derivatives; fugacity, activity, and chemical potential. Solutions, ideal and nonideal. Prereq: GEOL 311, 312 or CH 221, 222, 223; MATH 251, 252, 253.
473/573 Isotope Geochemistry (3) Introduction to nuclear physics and isotopic systematics; techniques of isotopic analysis; applications of stable (nonradiogenic and radiogenic) and radioactive isotopes in geochronology and as tracers for geological processes. Prereq: GEOL 470/570 or equivalent.
490/590 Perspective Overview of Geology (2) Lectures by various department faculty members on the development and present trends of geological research. Lectures and reading combined with preparation of written and oral reports. Prereq: geology major with upper-division standing.
493/593 Geomorphology (3) Analytical techniques for the study of geologic data. Techniques include stratigraphic comparisons, compositional data analysis, contouring geological data, and paleontologic study. Prereq: GEOL 312 or two upper-division geology courses; MATH 251, 252, 253 or instructor's consent.
495/595 Methods of Pollen Analysis (5) See Biology.
503 Thesis (1-16R) PIN only
601 Research (1-16R) PIN only
603 Dissertation (1-16R) PIN only
605 Reading and Conference: [Term Subject] (1-16R)
610 Experimental Course: [Term Subject] (1-5R)
620 Advanced Igneous Petrology (3) Igneous rocks of the ocean basins, continental margins, and stable continental interior including basalts, calcalkaline series, and granites. Content varies according to research interests. Prereq: GEOL 414/514, 471/571 or equivalents.
622 Petrology of Metamorphic Terranes (3) Structures, fabrics, and petrologic equilibria of metamorphic assemblages in high pressure-temperature and high temperature-pressure Cordilleran terranes. Laboratory for petrographic examination of rock suites. Field project. Prereq: GEOL 415/515.
626 Advanced Topics in Ore Genesis: [Term Subject] (3R) Geologic setting and geochemical conditions of ore formation involving metal source-transport-trap configurations. Particular ore types and geologic environments vary. R when topic changes. Prereq: GEOL 425/525, 472/572.
636 Advanced Paleontology I: Topics in Evolution: [Term Subject] (3R) Examination of recent developments in paleontology and evolution theory. Readings of current literature followed by group discussions. R when topic changes. Prereq: GEOL 431/531, 432/532, or 433/533, or instructor's consent.
637 Advanced Paleontology II: Topics in Paleoecology: [Term Subject] (3R) Examination of recent developments in paleontology and paleoecological theory. Readings from current literature followed by group discussion. R when topic changes. Prereq: GEOL 431/531, 432/532, or 433/533, or instructor's consent.
638 Advanced Paleontology III: Micropaleontology (3) Biology, taxonomy, ecology, and biostratigraphy of important microfossil groups. Prereq: GEOL 103 or 203 or GEOL 431/531, 432/532, or 433/533 or instructor's consent.
639 Advanced Paleontology IV: Topics in the Fossil Record of Soils: [Term Subject] (3R) Selected topics in the geologic history of life and soils on land; origin of life, advent of land plants, early forests, appearance of grasslands. Student lecture and term project required. R when topic changes. Prereq: instructor's consent.
640 Topics in Global Stratigraphy: [Term Subject] (3R) Stratigraphic record in different parts of the world. Global events, major paleontological changes and evolutionary outbursts, extinctions, faunal provinces, and migrations. R when topic changes.
641 Advanced Topics in Clastic Sedimentology: [Term Subject] (3R) Recent developments in study of the provenance, depositional environments, and diagenesis of clastic sedimentary rocks. Topics may change from year to year. R when topic changes. Prereq: GEOL 334, 416/516, or instructor's consent.
642 Advanced Topics in Carbonate Sedimentology: [Term Subject] (3R) Recent developments in study of the characteristics, depositional environments, and diagenesis of carbonate sedimentary rocks. Topics may change from year to year. R when topic changes.
643 Advanced Structural and Geophysical Field Geology (1-3) Structural mapping, analysis, or field techniques in geophysics. Fall 1992 course focuses on structural analysis of faults and related deformation. Prereq: GEOL 350 or instructor's consent.
658 Metamorphic Field Geology (4) Field observations of metamorphic rocks. Recognition of fabrics, facies, and structures that provide the basis for understanding chronologies of metamorphic terranes. Field project and report.
666 Electromagnetic Methods (3) Mathematical treatment of electromagnetic wave theory. Emphasis on natural and controlled-source methods such as self-potential (SP), magnetotellurics, controlled-source audio-magnetotellurics (CSAMT), and geomagnetic depth sounding, and on the electrical properties of rocks. Prereq: PHYS 414 or instructor's consent.
667 Advanced Seismology (3) Mathematical treatment of waves in solids; body waves, surface waves, head waves. Methods discussed include WKBJ, Kirchoff migration, Caniard-D'Hoop, tomography, and finite difference wave-field continuation. Prereq: partial differential equations and PHYS 211, 212 or instructor's consent.
676 Cosmochemistry (3) Origin of elements and the solar system; petrological and geochemical characteristics, ages, and origins of meteorites; lunar petrology, geochemistry, structure, and origin; geochemical features of extraterrestrial planets and satellites. Prereq: CH 412/512, 470/570, or instructor’s consent.

677 Topics in Terrestrial Igneous Geochemistry and Tectonics: [Term Subject] (3R) Distribution of minor and trace elements among igneous phases; earth’s upper mantle; origins of magmas and their differentiation and contamination; tectonic settings of and controls on magmatism. Topics vary. R when topic changes. Prereq: GEOL 470/570 and either GEOL 414/514 or 473/573.

681 Archaeological Geology (3) Principles of mineralogy, petrology, stratigraphy, and geochronology; materials of lithic industries and ceramics; paleoenvironment and paleoecology. Two lectures plus laboratory and fieldwork. Primarily for archaeology graduate students. Prereq: graduate standing or instructor’s consent; previous course work in a physical science recommended. Offered intermittently.

692 Volcanology (2) Products and processes of volcanism, origin of magmas, eruptive mechanisms, and relation of volcanism to orogeny and tectonic processes.

GERMANIC LANGUAGES AND LITERATURES

202 Friendly Hall
Telephone (503) 346-4051
Virpi Zuck, Acting Department Head

FACULTY

Emeriti
Astrid M. Williams, professor emerita. B.S., 1921, M.A., 1932, Oregon; Ph.D., 1934, Marburg. (1935)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

UNDERGRADUATE STUDIES
The Department of Germanic Languages and Literatures offers three options leading to the bachelor of arts (B.A.) degree in German: German language and literature, German area studies, and German and Scandinavian. All three options require fifteen courses at the upper-division level (300-499) of at least 3 credits each, as listed below, in addition to proficiency in the German language, typically demonstrated by satisfactory completion of at least the third term of Second-Year German (GER 203) or Intensive Second-Year German (GER 205). The department does not accept a grade of C- or lower in any course used to fulfill requirements for a major in German.

Honors. To earn a bachelor of arts with honors, a student must maintain a 3.50 grade point average (GPA) and write an honors essay or thesis approved by the departmental honors committee for 3 credits in Thesis (GER 403).

Preparation. The Department of Germanic Languages and Literatures has no particular requirements for high school students beginning the language. However, it is recommended that students with one or two years of high school German take a placement examination during registration week to help with proper placement. Undergraduate students preparing for graduate work in German are advised to begin a second foreign language. They should also take related courses either in English or in another European literature, or both, or in philosophy or history.

Careers. A bachelor's degree in German enables students to pursue careers in college and secondary teaching, international business, government and foreign service, and translation and editorial work. Graduates of the department have been especially successful in being accepted into graduate programs in German, Scandinavian, linguistics, history, and comparative literature. Many professional schools look favorably on a student with a degree in the language and literature option. Recent graduates of the department have had considerable success being admitted to schools of law and business.

Major Requirements
The following courses do not count toward the major: German for Reading Knowledge (GER 327, 328, 329), Special Studies (GER 190), Innovative Education (GER 200, 400), German literature in translation (GER 350, 351, 352, 354), Reading and Conference (GER 405), Special Problems (GER 406), Workshop (GER 408), Practicum (GER 409).

German Language and Literature Option
1. Six upper-division German language courses of at least 3 credits each (18 total credits)
2. Nine upper-division German literature courses of at least 3 credits each (27 total credits); these courses must include Intro-
German Area Studies Option
1. Six upper-division German language courses of at least 3 credits each (18 total credits)
2. Nine upper-division courses distributed as follows:
   a. Three courses of at least 3 credits each in upper-division German literature
   b. Three courses of at least 3 credits each in upper-division German culture and civilization
   c. Three courses of at least 3 credits each chosen from appropriate courses in other departments, e.g., art history, history, music, philosophy, political science. To fulfill major requirements, these courses must be approved by an undergraduate adviser in German

3. Of these fifteen courses, at least three must be 400-level GER-prefix courses taken at the UO campus. One course may be taken pass/no pass

German and Scandinavian Option
1. 8 graded credits in one Scandinavian language
2. 9 graded upper-division credits in another Scandinavian language
3. 9 graded credits in upper-division Scandinavian literature or culture
4. 12 credits in upper-division German language or literature. One course may be taken pass/no pass

Minor Requirements
The Department of Germanic Languages and Literatures offers a minor in German and one in Scandinavian.

The following courses do not count toward the German minor: German for Reading Knowledge (GER 327, 328, 329), Special Studies (GER 199), Innovative Education (GER 200, 400), Reading and Conference (GER 405), Special Problems (GER 406), Workshop (GER 408), Practicum (GER 409).

German Minor. The German minor correlates especially well with areas involving international or European concentration. It is particularly useful for students of international studies, international business, European history, medieval studies, sociology, political science, journalism, linguistics, art history, music history, other foreign languages, theater, and related fields.

The German minor requires eight courses in German, of at least 3 credits each, at the upper-division level. These may include courses in language, literature, and culture and civilization. No courses from other departments count toward the minor in German. Grades of at least C- or P (pass) must be earned in all courses used to satisfy requirements for the minor. One course may be taken pass/no pass. Since not all courses are offered every year, plans should be made well in advance so that students can take prerequisites for 400-level courses. Specific questions should be addressed to departmental undergraduate advisers in German.

Scandinavian Minor. The Scandinavian minor correlates well with areas involving international or European concentration. It is particularly useful for students of international business, European history, sociology, political science, theater, and art history.

Twenty-six credits in Scandinavian are required, of which 18 must be upper division (9 in language, 9 in literature). SCAN 400-410 do not count toward the Scandinavian minor.

The minor requires, of which at least C- or P (pass) must be earned in all courses used to satisfy requirements for the minor. Upper-division courses must be taken for letter grades.

Specific questions about the Scandinavian minor should be addressed to departmental undergraduate advisers in Scandinavian.

Study Abroad
The department encourages students in German to study in Germany on one of the three University of Oregon-sponsored exchange programs—the year-long Baden-Württemberg program, the spring intensive German language program in Tübingen, or the spring-term program in Cologne. Another opportunity is to study for six weeks during the summer at the Deutsche Sommerschule am Pazifik in Portland. Students in all University of Oregon overseas study programs enroll in courses with prefixes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the Special Studies section of this bulletin.

For more information students should consult departmental representatives and the Office of International Education and Exchange. All students majoring or minoring in German must consult them about their proposed study abroad program before beginning their year abroad. Special Studies: Study in Germany (GER 399) is also recommended in preparation for the German university language-qualifying examination and for general orientation.

All German majors are required to complete three courses at the 400 level on the Eugene campus unless they intend to graduate in abscissa while enrolled through the Baden-Württemberg program. (See International Education and Exchange in the Services for Students section of this bulletin.) Students are reminded that the German major and minor requirements are in terms of courses rather than credits. All students working toward a German major or minor must consult an undergraduate adviser before beginning any study-abroad program in order to ensure that departmental requirements can be met.

Students may submit petitions to the Germanic languages and literatures department requesting exceptions to the above.

Norway, Sweden, and Finland. Students in Scandinavian are strongly encouraged to spend a year studying in an exchange program at the University of Bergen in Norway, at the Universities of Linköping and Uppsala in Sweden, or at the University of Tampere in Finland. For more information consult departmental advisers in Scandinavian.

Secondary School Teaching
Students interested in certification as an Oregon secondary teacher with the German endorsement may obtain information from the College of Education's Office of Student Support Services, 117 Education Building.

GRADUATE STUDIES
The graduate program in German, which offers both the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees, concentrates on the analysis of literary and critical discourses, such as romanticism, idealism, historicism, psychoanalysis, expressionism, and criticism of ideology, that have helped shape the European intellectual tradition.

The purpose of the graduate curriculum is to acquaint students with the history of German letters, to situate this history in the European context, and to provide tools for a critical analysis of the discourses involved. This flexible program encourages comparative, theoretically oriented work.

The core curriculum consists of six courses offered as Seminar (GER 607), one each term. These courses are grouped according to common themes to give the program a topical and critical coherence. The core courses are paired with seminars of related or complementary content, and students are encouraged to explore connections between courses.

In the first year the core courses are genre oriented (narrative, drama, and lyric), and, while their content may vary with the instructor, they are intended to present in general terms the history of the genre itself and of critical thinking about that genre. In the second year the core courses have less traditional themes and present a broader concept of textuality:

1. Critical and Philosophical Prose acquaints students with important aspects of German philosophical discourse since Kant
2. Translations-Transformations presents the theory and practice of translation. "Transformations" is added to suggest that translation is not limited to written texts (e.g., the sister arts, literature into film)
3. Experimental and Extra-Canonical Writing addresses writing that has traditionally been excluded from the literary canon, such as autobiography, letters, travelogues, diaries, children's literature, and popular literature Students should consult the appropriate adviser in the Germanic languages and literatures department for information about the M.A. degree in teaching German.

GERMAN COURSES (GER)
Because every course listed here cannot be offered every year, students are advised to consult the most recent UO Schedule of Classes.

101, 102, 103 First-Year German (4,4,4S)
Provides a thorough grammatical foundation and an elementary knowledge of German as well as an understanding of the spoken language.

104, 105 First-Year German (6,6S) A two-term sequence covering the work of GER 101, 102, 103. For students who want to begin German winter term.

196 Field Studies (1-2R)
198 Workshop [Term Subject] (1-2R)
German language, literature, or culture and civilization. R when topic changes.
400 Innovative Education: [Term Subject] (1–3R)
401 Research (1–16R)
403 Thesis (1–16R)
405 Reading and Conference: [Term Subject] (1–16R)
406 Special Problems (1–16R)
407/507 Seminar: [Term Subject] (1–5R) Recent topics include Advanced Composition and Conversation, Comedy and Tragicomedy, Enzensberger, Kleist and Biehner, 19th-Century Drama, and Schnitzler.
408/508 Workshop: [Term Subject] (1–16R)
409 Practicum: [Term Subject] (1–3R)
410/510 Experimental Courses: [Term Subject] (1–5R) Recent titles include Literature into Film: The Turn of the Century and the 1920s, Topics in Business German.
411, 412, 413 Advanced Language Training (3,3,3) Constant practice in speaking and writing with emphasis on complex syntactic structures as well as idiomatic nuances in German.
420/520 German Philology: [Term Subject] (3R) Introduction to German language and writings of the Middle Ages. Topics include Middle High German, Old High German and Old Saxon, Gothic, and history of German. Typical topics are the cultural history of the German forest, the politics of unification, women and German film, peace movements.
425 Play Performance: [Term Subject] (3R) Extensive practice in effective oral communication with emphasis on correct pronunciation. Reading of the play and scene rehearsals in class; public performance at end of term.
430 Intermediate Language Training (3,3,3) Extensive practice in speaking and writing German; complex grammatical structures in writing. Prereq: GER 203 or equivalent.
435 Periods in German Literature (3,3,3) Writings by such figures as Kant, Marx, Freud, and Weber. Readings, discussion, and written assignments in German. 
440/540 Topics in German Culture and Society: [Term Subject] (3R) Cultural and sociopolitical aspects of Germany. Typical topics are the cultural history of the German forest, the politics of unification, women and German film, peace movements. Prereq: GER 311, 312, 313 or instructor's consent.
450/550 German Literature to the End of Enlightenment (3) German literature from the medieval period, the Reformation, the baroque, and the Enlightenment. Literary history of these periods. Prereq: GER 360, 361, 362 or instructor's consent.
452 Goethe and His Contemporaries: [Term Subject] (3R) Readings from the German literary revival in the late 18th century. Works of representative authors such as Lessing, Goethe, Schiller, Haderlin, and others. Prereq: GER 360, 361, 362 or instructor's consent.
453 Contemporary German Literature (3,3,3) Significant texts from romanticism to modernism; works by writers such as Novalis, Gotthelf, Fontane, Buchner, and Grillparzer. Prereq: GER 360, 361, 362 or instructor's consent.
460/560 Special Topics in German Literature: [Term Subject] (3R) Representative writers (e.g., Lessing, Heine, Kafka, Brecht, Bachmann, or Wolff) or pervasive themes (e.g., peace movements, art and illusion, family and society, history and literature, the political imagination). Prereq: GER 360, 361, 362 or instructor's consent. R when topic changes.
464/564 19th-Century German Literature (3) Significant texts from romanticism to modernism; works by writers such as Novalis, Gotthelf, Fontane, Buchner, and Grillparzer. Prereq: GER 360, 361, 362 or instructor's consent. R when topic changes.
465/565 19th-Century German Literature (3) Significant texts from romanticism to modernism; works by writers such as Novalis, Gotthelf, Fontane, Buchner, and Grillparzer. Prereq: GER 360, 361, 362 or instructor's consent. R when topic changes.
351 Periods in Scandinavian Literature (3)
Student discussion, oral presentations, and written papers. Possible topics are modern breakthrough and modernism in Scandinavian literature. All readings and discussions in English.

352 Topics in Scandinavian Literature (3)
Student discussion, oral presentations, and written papers. Possible topics are war and peace in Scandinavian literature, domestic conflict. All readings and discussions in English.

353 Scandinavian Women Writers (3)
Interaction between literature and society in fiction written by women. Readings range from 13th-century Icelandic sagas to works by contemporary authors. All readings and discussions in English.

354 Genres in Scandinavian Literature (3)
Student discussion, oral presentations, and written papers. Possible genres are short narrative fiction and Scandinavian drama. All readings and discussions in English.

399 Special Studies: [Term Subject] (1-4R)
400 Innovative Education: [Term Subject] (1-3R)
401 Research (1-21R)
402 Thesis (1-21R)
403 Reading and Conference: [Term Subject] (1-21R)
404 Special Problems (1-21R)
405 Seminar: [Term Subject] (1-5R)
406 Workshop: [Term Subject] (1-21R)
407 Practicum: [Term Subject] (1-3R)
410 Experimental Course: [Term Subject] (1-5R)

SWEDISH COURSES (SWED)
101, 102, 103 First-Year Swedish (4,4,4S)
Thorough grammatical foundation in idiomatic Swedish with emphasis on both reading and speaking.
201, 202, 203 Second-Year Swedish (4,4,4S)
Review of grammar; composition; conversation; readings from contemporary texts in Swedish.
301, 302, 303 Third-Year Swedish (3,3,3S)
Historical survey of Swedish; reading of modern Swedish texts; spoken and written practice. Conducted in Swedish. Prereqs for 301: SWED 203 or instructor's consent.

FINNISH COURSES (FINN)
199 Special Studies: [Term Subject] (1-3R)

HISTORY
175 Prince Lucien Campbell Hall
Telephone (503) 346-4802
James C. Mohr, Department Head

FACULTY
Raymond Birn, professor (Europe: 1600-1815).
Howard Brick, associate professor (20th-century America).
Cynthia J. Brokaw, associate professor (premodern China).
Richard Maxwell Brown, Beckman Professor of Northwest and Pacific History (American West).
Roger F. Chickering, professor (20th-century Germany).
Matthew Dennis, assistant professor (early America).
Andrew E. Goble, assistant professor (premodern Japan, East Asia).
Bryna Goodman, assistant professor (modern China).
Robert S. Haskett, assistant professor (Latin America).
Paul S. Holbo, professor (American foreign relations); vice-provost, academic affairs.
R. Alan Kimball, associate professor (modern Russia).
Robert G. Lang, associate professor (Tudor and Stuart England).
Jack P. Maddex, professor (Civil War).
Mavis Howe Mate, professor (medieval women).
Glenn A. May, professor (American foreign relations, Southeast Asia).
Randall E. McGowen, associate professor (modern Britain, India).
James C. Mohr, professor (19th-century United States).
John Nichols, professor (ancient Greece and Rome).
Marianne S. Nichols, acting assistant professor (ancient Greece and Rome).
Jeffrey Ostler, assistant professor (American West).
Daniel A. Pope, associate professor (American economic history).
George J. Sheridan, Jr., associate professor (France, European socioeconomic).
UNDERGRADUATE STUDIES

The study of history offers both a framework for a liberal education and the background that is essential to an understanding of the contemporary world. Through analyzing interpretive studies, accounts by witnesses to past events, and historical records, students come to appreciate more fully the complexity of human experience. By examining changes in the past, they develop a broad perspective and the ability to weigh evidence and argument.

Preparation. Students planning to major in history should include in their high school courses four years of social studies, four years of English, and as much preparation as possible in a foreign language. It is recommended that students transferring to the university at the end of their sophomore year should have completed a year of Western civilization, a year of United States history, and at least one year of a foreign language.

Careers. History provides a broad foundation for a variety of careers in teaching and research, law, journalism, international endeavors, foreign service, business, government, the ministry, librarianship, museum and archival work, and historic preservation. Work beyond the bachelor's degree is required in many of these fields.

Advising and Entering the Major. The Department of History requires students to have formal advising at the time that they enter the major. The advising session involves a review of the departmental requirements and the development of a plan that not only directs the course of study but also ensures timely completion of the requirements. Students may obtain a checklist outlining the major in the history office.

The advising coordinator assigns a faculty adviser from whom approval of a program of courses must be obtained. The faculty adviser is available for periodic review of the program and of progress in the major. A staff of undergraduate peer advisers is available in the history peer advising office to help majors and prospective majors at any stage of their academic careers. They are trained in university and history major requirements, and they serve as a resource on graduate programs in history, careers in history, and history-related activities in the university and the community.

Major Requirements

The history major requirements that follow apply to students entering the history major after the end of summer session 1990. Students enrolled as history majors prior to that time may fulfill the requirements in effect at the time they declared the major. Specific information may be obtained from the undergraduate advisor.

The Department of History offers a bachelor of arts (B.A.) and a bachelor of science (B.S.), but all history majors must fulfill the foreign language requirement of the university's bachelor of arts degree. They must demonstrate proficiency in a foreign language by (a) satisfactory completion (C- or P or better) of at least the third term, or second year of a foreign language; or by (b) an examination, administered by the appropriate department, showing a language competence equivalent to that attained at the end of two years of college study. History courses that satisfy major requirements must be taken at the University of Oregon.

The honors program in history provides an opportunity for capable and highly motivated history majors to write a thesis in their interests in historical research by writing a thesis in the senior year. To be eligible for admission to the program, students must have completed at least 27


Joseph G. Fracchia, honors college participant.


Emeriti


The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating

Joseph G. Fracchia, honors college director Barbara Corrado Pope, women's studies

104. COLLEGE OF ARTS AND SCIENCES
Students must write a master's thesis in the primary field and take at least 9 credits in their secondary field. They must pass a written examination in their primary field and defend the thesis in an oral examination.

**Doctor of Philosophy**
Applicants are expected to have completed a master's degree in history or a closely allied field. All first-year doctoral students without equivalent training must take Historical Methods and Writings (HIST 612) and the first-year graduate seminar (HIST 607). They must take two additional seminars or colloquia (HIST 307 or 607, HIST 507 or 508). They must pass an oral examination in a primary field in history and a written examination in a secondary field in history. A second secondary field, in history or in a discipline other than history, is satisfied by completing at least 9 graded credits of course work in that field. Before advancing to candidacy, students must demonstrate competence in either (a) two foreign languages or (b) one foreign language and, with approval of the graduate committee, skill in quantitative historical methods or another history-related technical skill. Upon satisfactory completion of the field requirements and demonstration of language or skill competence, the doctoral student advances to candidacy. The doctoral candidate must prepare a dissertation prospectus and write a dissertation showing evidence of originality and ability in independent investigation. The candidate finally defends the dissertation in a formal, public session.

**HISTORY COURSES (HIST)**

101, 102, 103 Western Civilization (4, 4, 4)
Historical development of the Western world; major changes in value systems, ideas, social structures, economic institutions, and forms of political life. 101: ancient and medieval societies; 102: from the Renaissance to Napoleon; 103: 19th and 20th centuries.

104, 105, 106 World History (4, 4, 4) World civilizations and their historical interaction. Political, religious, and social thought, institutions, and developments. 104: origins of civilizations in the Middle East, the Mediterranean area, the Indian subcontinent, and China to the end of the ancient era. 105: modern civilizations during the era of Western imperialism. 106: modern civilizations during the present century of world crisis.

199 Special Studies: [Term Subject] (1–3R)
Problem-oriented course designed for students interested in history who may or may not become majors.

200 Innovative Education: [Term Subject] (1–3R)
201, 202, 203 United States (4, 4, 4) Economic and social change in America; the development of political, diplomatic, and cultural traditions; and the rise of urbanization and industrialization. 150: native Americans, settlement, Puritanism, Enlightenment. Revolution, Republic. 151: Jacksonian era, expansion, slavery, disunion, reconstruction. Gilded Age: 152: progressivism, the 1920s, New Deal, world wars and Cold War, social and intellectual change.


245 U.S.A.-USSR Shared History (3) U.S.A.-USSR shared historical experiences that extend far beyond diplomacy, trade, and international adversity or alliance. Focus includes foreign policy, expansion, revolution, industrialization, imperialism, ways of seeing the world. Kimball.


290 Foundations of East Asian Civilization (4) Comparison of traditional Chinese and Japanese civilizations; contrast of both to the West. Confucian ethics to bureaucratic empire in China, feudalism and roots of modern Japan.

291 China, Past and Present (4) Introduction to Chinese culture. Explores meanings of past and present in 20th-century efforts to modernize China. Chronological and topical inquiry into politics, literature, social structure, gender, art, economy.

292 Japan, Past and Present (4) Introduction to Japanese culture emphasizing persistence and change in value and social behavior. Topical and analytical approach stressing interdependence of Japanese institutions and processes.

301, 302, 303 Europe since 1789 (3, 3, 3) Political, social, economic, and cultural trends from the French Revolution to the present. 301: 1789 to 1870. 302: 1870 to 1918. 303: 1918 to the present. Petroni.

307 The Study of History (3) Introduction to historical reasoning and research methods.

310 Perceptions and Roles of Women from the Greeks through the 17th Century (3) The ways in which perceptions about women's role in society partially reflected and partially contrasted with their actual role. Mate.

311 Women and Social Movements in Europe from 1750 to the Present (3) Methods used by women to improve their position in society, e.g., participation in revolution and voting. Reasons for success or failure of these methods. Mate.


318, 319, 320 Europe in the Middle Ages (3, 3, 3) Social, political, and economic conditions in Western Europe from 476 to 1500.

318: 476–1000—the collapse of the Roman Empire and the rise of Carolingian Europe.

319: 1000–1250—the development of the French and English monarchies, the growth of towns and trade, and the flowering of the
12th-century renaissance. 320: 1250–1450—
the growth of parliament, changes in religious and
teleological life, and the effects of war and
the Black Death on 14th-century economy and
society. Mate.

322, 323, 324 Byzantium and the Slavs
(3,3,3) 322: from Rome to Byzantium, 284–
610. 323: the Byzantine Age, 610–1071.
324: Byzantium and the Slavs. Not offered

325, 326 Africa (3,3) 325: explores the de-
velopment of African history to 1800 and ana-
ylyzes ancient kingdoms, slave trade, and com-
ing of Europeans. 326: European colonial rule
and African reaction; emergence of indepen-

327 The Age of Discoveries (3) European
exploration and seaborne empires, 1270–1600.
Motives, technology, and institutions of the
Italian and Iberian empires. Medieval travels
to Asia; Venetian and Genoese empires; Span-
ish conquest of Mexico. HIST 101, 102 or
equivalents recommended. Not offered 1992–
93.

328 The Crisis of the 17th Century (3)
17th-century Europe in crisis. Economic de-
pression, warfare, social dislocation, mid-
century revolutions; the plight of peasants and
townpeople; traditional culture, science and
nationalism. Birn, Theibault.

329 Enlightenment to Revolution: Europe,
1715–1789 (3) 18th-century Europe: the
Golden Age of aristocratic society, the liberal-
bourgeois challenge, the origins of the French
Revolution; the Enlightenment and its effects
on elite and popular culture. HIST 102 recom-

331, 332, 333 England (3,3,3) 331:
British history from Roman times to the 20th century.
331: institutional, constitutional, and economic de-
velopment of England from the Romano-
British period to the 16th century. 332: politi-
cal, religious, economic, and social change from
the Tudor age to the Industrial Revolu-
tion. 333: the Victorian age and the 20th cen-
tury with emphasis on the background of mod-
ern Britain's social and economic problems
and position in Europe and the world. Lang,
McGowen.

335, 336, 337 France (3,3,3) 335: the
Middle Ages to the French Revolution—
establishment of centralized monarchy; society in
Fancien régime; 17th-century classicism; col-
lapse of the old order. 336: 1789–1870—
French Revolutions of 1789, 1830, and 1848;
Napoleonic Empire; monarchy, republicanism,
and dictatorship; society, art, and religion in
post-Revolutionary France. 337: 1870 to the
present—the Paris Commune and Third Re-
public; the Dreyfus affair; popular front, fall of
France and Resistance; Algeria, de Gaulle, the

340, 341, 342 Germany (3,3,3) 340: Ger-
mans in the late Middle Ages and Reforma-
tion from 1410 to 1648. 341: Germany in the
Old Regime and Age of Revolutions from 1648
to 1848. 342: modern Germany from 1848 to
1945. Chichering, Theibault. Not offered

345, 346, 347 Russia and the Soviet Union
(3,3,3) 345: the Kievan state and the emer-
gence of Muscovy. 346: creation of the Rus-
sian Empire, political, social, and economic
developments. 347: revolutionary Russia,
1861 to the present. Alef, Kimball.

350, 351 American Radicalsim (3,3) Mo-
tives, strategies, successes, and failures of rad-
cial movements and their significance for
American society. 350: American Revolution,
slave revolts, abolitionism, utopian commun-
ities. 351: Populism, workers' movements, So-
cialism, Communism, African-American free-
dom, struggle, nationalistic movements of people
of color, women's rights and feminism, student
activism. Brick, Pope.

353, 354 American Foreign Relations since
1933 (3,3) 353: World War II and back-
ground of the Cold War, 1941–45; military,
political, and diplomatic developments. 354:
origins of the Cold War; diplomacy and poli-
tics, 1945–49; and the Korean War. May.

357 The South (3) Regional history of the
South and of successive Southern ways of life.
Evolution of the South as a slaveholding soci-
yety, its bid for independence, and its subse-
tuent redefinitions and adaptations to na-
tional norms. Maddex.

359 Religious Life in the United States (3)
Planning, adaptation, development, and social role
of religious groups and traditions in the
United States from the colonial period to the
present. Maddex.

360 The American City: To 1900 (3) Settle-
mant and growth of urban centers; port, river,
canal, and railroad towns; role of municipal
government; city boss versus reformers; opportu-
nities for rural Americans and immigrants.
Wade.

361 The American City: 20th Century (3)
Municipal and social reforms; urban planning;
the Depression and federal involvement in cit-
ties; urban experiences of blacks, immigrants,
and rural Americans; suburban expansion and
the urban prospect. Wade.

363 American Business History (3) Ameri-
can businesses from their colonial origins to
the present. Focus on interaction between the
political, social, economic, and ideological en-
vironment and the internal structure and ac-
tivities of business enterprises. Pope. Not of-

364 Canada (3) Growth of Canada from
colonial to nation. Emphasis on British and
French influences, relations with the United
States, the backgrounds of constitutional,
economic, and cultural problems of Canada today.

380, 381, 382 Latin America (3,3,3) Major
economic, political, and cultural trends and
continuities. 380: pre-Columbian and Iberian
history, the colonial period up to 1715. 381:
transition from late colonial mercantilism to
political independence and national defini-
tion, 1750–1910. 382: reform and revolution
in modern Latin American history, 1910 to the
present. Sophomore standing recommended.
Hakseg.

385, 386 India (3,3) 385: from ancient times
to 1800, including the development of Hindu-
ism, the Gupta and Mughal empires, and India
in the world system. 386: the British in India,
the struggle for independence, and India in the
nuclear age.
446/546, 447/547 The Russian Revolution (3,3) Origins of the revolution; transition and instability in prerevolutionary Russia. The consequences of the revolution; the place of the 1917 revolution in the European and world revolutionary traditions. Kimball.

450/550 Topics in American History: [Term Subject] (3R) Reviews current scholarly literature on American history. Selected major periods include Oregon, California, or New York history and culture, crime and violence. Not offered 1992–93.


456/556 Revolutionary America (3) Origins, consequences, meanings of American Revolution; changing social, economic, and political context; intellectual, religious, and ideological trends; Constitution, institutional, and mythic legacy. Dennis.


458/558 The Era of the Civil War (3) Sec­ tion­al­ controve­sies in United States politics from 1850 to 1861; the war between the Union and the Southern Confederacy, 1861–65. Maddex.

459/559 The Era of Reconstruction (3) Re­ con­struc­tion of the Union after 1865; empha­ sis on sectional and racial conflicts until the arrival of political and cultural equilibrium in the 1880s and the eclipse of Reconstruction issues. Maddex.


461/561, 462/562 Modern American Thought and Culture (3,3) Leading thinkers and prevalent modes of thought in 19th- and 20th-century United States. 461/561: republicanism and democratic ideology; Trans­cen­dentalism, the impact of Darwin, definitions of race and gender, utopianism, and social Christianity. 462/562: pragmatism and the social sciences, the meaning of culture, the Harlem Renaissance, modernism, liberalism and social reform, the New Left, and the revival of feminism. Brick: Not offered 1992–93.


468/568 The Pacific Northwest (3) Regional history to the mid-20th century. How the Pacific Northwest mirrors the national experience and how the region has a distinctive history and culture. Brown.

469/569 American Indian History (3) American Indian peoples from aboriginal times to the present; the diversity of native North America; the impact of European and American colonialism; Indian cultural vitality and adjustment. Dennis.

470/570, 471/571 American Social History (3,3) Population changes; race and ethnicity; religious conflict; adaptation to industrialization and urbanization; distribution of wealth; class structure; changing status of women; social reform movements and social legislation. 470/570: 19th century. 471/571: 20th century. Wade.

472/572 American Workers and Unions (3) Trade unions from the 1870s to the present; philosophies of labor leaders; causes of major strikes; state and federal legislation; political activities of labor; relationship to unorganized workers. Wade.


478/578 United States in the 20th Century (3) Society, politics, and culture during the 20th century.

480/580 Mexico (3) Mexican history from 1810 to 1946. Special attention to nationhood, economic development, church-state relations, the Mexican identity, and the Revolution of 1910. Haskett.
481/581 The Caribbean and Central America (3) The Caribbean and Central America since the late 18th century, focusing on Cuba, Haiti, and Nicaragua. Topics include the impact of monoculture, struggles for independence, slavery and peonage. Sophomore standing and HIST 380, 381, 382 recommended. Haskett. Not offered 1992-93.

482/582 Latin America's Indian Peoples (3) Impact of Iberian conquest and settlement on the lives of the indigenous peoples of the Caribbean, Mexico, Central America, and South America. Haskett.

483/583 Topics in Latin American History: [Term Subject] OR) Variable topics include the experience of blacks and Indians; the struggle for land, reform, and revolution. Haskett. Not offered 1992-93.

484/584 Philippines (3) Philippine history from pre-Hispanic times to the present with particular emphasis on the past hundred years.

485/585, 486/586 Thought and Society in East Asia (3,3) Intellectual life of China or Japan or both with emphasis on the interaction between ideas and beliefs and their social, political, and economic context. 485/585: the pre-modern period. 486/586: the modern period.

487/587, 488/588, 489/589 China (3,3,3) 487/587: from Neolithic times to the Song dynasty—the development of Confucianism, Daoism, and Buddhism; the growth of bureaucracy and the early imperial state. 488/588: from the Song through the later imperial period—the growth of autocracy; neo-Confucianism and popular culture; Qing dynastic decline and confrontation with the West. 489/589: the modern period—imperialism in China; the revolutions of the 20th century; contemporary government and society. Not offered 1992-93.

490/590, 491/591, 492/592 Japan (3,3,3) 490/590: early Japan to 1333—origins, formation of Imperium, growth of higher culture, transition from aristocratic to warrior rule. 491/591: medieval and early modern to 1800—warrior culture, Zen institutions, age of the samurai, growth of urban centers, emergency of common man as cultural definer, popular arts. 492/592: to the present—democracy, ultranationalism and the New Order, World War II disaster, United States Occupation, and postwar surge to superstate status. Falconeri.

493/593 The Chinese Revolution (3) Origins of the revolution; developmental stages of the revolutionary process; nationalism, class struggle, and party organization; consequences of revolution; prototype for other peasant revolutions. Not offered 1992-93.

495/595 Modern Southeast Asian History (3) Social, economic, and political transformations since 1800. Not offered 1992-93.

498/598 Topics in Asian History: [Term Subject] (3R) Variable topics include elites in society, peasants, revolution, feudalism, the family, education.

503 Thesis (1-12R) P/N only
601 Research (1-9R) P/N only
602 Supervised College Teaching (1-6R) P/N only
603 Dissertation (1-12R) P/N only

605 Reading and Conference: [Term Subject] (1-9R)
607 Seminar: [Term Subject] (5R)
608 Colloquium: [Term Subject] (1-6R)
609 Supervised Tutoring Practicum: [Term Subject] (1-3R) P/N only
610 Experimental Course: [Term Subject] (1-4R)
612, 613 Historical Methods and Writings (5,5S) Exploration of the historiography, bibliographical aids, research tools, and methods of professional historians. For history graduate students only.

HONORS COLLEGE
320 Chapman Hall
Telephone (503) 346-5414
Barbara Corrado Pope, Director

FACULTY
Joseph G. Fracchia, assistant professor (European intellectual history). B.A., 1972, California, Davis; M.A., 1975, California, Santa Barbara; Ph.D., 1985, California, Davis. (1986)

Adjunct
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating
Deborah Baumgold, political science
Raymond Bin, history
William E. Bradshaw, biology
Francoise Colin, Romance languages
Roger P. Chickering, history
Stephen W. Durrant, East Asian languages and literatures
Michael N. Dyer, mathematics
Marion Sherman Goldman, sociology
Gordon G. Goles, geological sciences
Micha Grudin, English
Joseph A. Hynes, Jr., English
Benton Johnson, sociology
M. Allan Kays, geological sciences
Van W. Kolpin, economics
Mary E. Kuntz, classics
James W. Long, chemistry
John Nicols, history
John M. Orbell, political science
William N. Orr, geological sciences
Barbara Corrado Pope, women's studies
Michael I. Posner, psychology
Geraldine L. Richmond, chemistry
Mary K. Rothbart, psychology
Cheyney C. Ryan, philosophy
George J. Sheridan, Jr., history
Richard C. Stevenson, English
Donald S. Taylor, English
John Theibault, history
Mark A. Thoma, economics
Douglas R. Toomey, geological sciences
Robert L. Zimmerman, physics

Departmental Advisers
Anthropology: Vernon R. Dorjahn
Architecture: Arthur W. Hawn
Art history: Esther Jacobson
Asian studies: William S. Ayres
Biology: Dennis Todd
Business administration: Donald E. Lytle
Chemistry: John F. W. Keana
Work in the major begins by the first term of the junior year. The student's undergraduate education culminates in an advanced research project in the major field of study. The senior thesis, which results from this work, is presented to an oral examination committee composed of faculty members from the major department and the Clark Honors College. In this way, each student is given the opportunity to join the virtues of a liberal arts education with those of professional and specialized learning in departments.

Students and Faculty

Those who study and teach in the Clark Honors College share an openness to new ideas, a commitment to the energetic pursuit of excellence, and a concern for the full, harmonious development of the individual. Clark Honors College students represent interests in all the scholarly disciplines and come from all over the nation and beyond.

Clark Honors College students participate in a wide range of campus and community activities: student and university government; committees; the student newspaper, The Oregon Daily Emerald; University Theatre; The Honors College Creative Arts Journal; the Honors College Student Community Board; School of Music productions; debate; and intramural and varsity athletics.

Many Clark Honors College alumni continue their education in graduate schools around the country and the world. They study such diverse fields as law, architecture, medicine, molecular biology, and English language and literature. Other graduates go on to a wide variety of endeavors in such areas as public service, private enterprise, or the Peace Corps.

Clark Honors College Facilities

The Clark Honors College is located on the third floor of Chapman Hall on the west side of the University of Oregon campus, near both the Krieger Library and the UO Bookstore.

The Clark Honors College area consists of a classroom, a seminar room, faculty and administrative offices, the Clark Honors College Lounge, a kitchen, the Robert D. Clark Library, and a computer laboratory.

ENTERING THE HONORS COLLEGE

High school seniors and students currently enrolled in the university or elsewhere are encouraged to consider entering the Clark Honors College.

Application Procedure

Application must be made to both the university and the Clark Honors College. Information on applying to the university is available from the university's Office of Admissions. The Clark Honors College application materials are contained in a brochure that may be obtained from the college office. A complete application consists of the following parts, all of which must be sent directly to the Clark Honors College office:

1. Completed application form

2. A concise, well-organized essay of 250 to 500 words that critically evaluates one important aspect of the applicant's education to date and explains, in terms of this evaluation, the important ways the Clark Honors College might affect his or her future education.

3. Two letters of recommendation from two of the applicant's current or former teachers

4. High school grade transcripts and results of the College Board Scholastic Aptitude Test (SAT) or American College Test (ACT)

5. The Clark Honors College also requires a Test of Standard Written English (TSWE) score. In 1993-94, the TSWE will be replaced by the SAT Writing Test.

Students who have attended another higher education institution, or who are currently enrolled in the university but not in the Clark Honors College, may apply for admission if they (a) have a sound academic record; (b) have faculty sponsorship in the form of two letters of recommendation from faculty members who can speak pointedly to the applicant's qualifications; and (c) have a strong desire for a challenging liberal arts education in addition to specialized work in a major.

Transfer students should forward to the Clark Honors College transcripts of all college work to date.

Applications and questions concerning the Clark Honors College may be addressed to: Director, Robert D. Clark Honors College, University of Oregon, Eugene OR 97403; telephone (503) 346-5414.

ACADEMIC REQUIREMENTS

Requirements for the bachelor of arts degree in the Clark Honors College substitute for the group requirements that other University of Oregon students must meet for graduation. Although carefully structured, Clark Honors College requirements have inherent flexiblity and may be adjusted appropriately to suit individual needs and backgrounds. In consultation with an advisor, students take full responsibility for understanding and shaping their study programs within the broad context provided by these requirements. This process is itself a significant part of the education offered at the Clark Honors College.

Full-Year Sequences


Literature. Honors College Literature (HC 101H, 102H, 103H).

Arts and Letters. Honors College Arts and Letters (HC 311H, 312H, 313H).

Mathematics. Topics in Modern Mathematics I,II,III (MATH 171H, 172H, 173H): a course in such topics as logic and set theory, topology, game theory, theory of numbers, probability, nonstandard geometry, and computers; or three courses chosen from: mathematics courses numbered MATH 111 and higher, actuarial science, and psychology. Math courses (e.g., SOC 325, 326, 411, 412, 413, PSY 302); computer and information science courses numbered CIS 210 and higher; or other approved courses.

Science. Three approved courses: for example, Honors General Chemistry (CH 241H, 242H, 242H): first-year college chemistry for selected students with excellent backgrounds in high school chemistry, mathematics, and physics; or Introduction to Psychology (PSY 211H, 212H): some of the major concepts and areas.
of research in modern psychology; or Honors College Science (HC 207H, 208H, 209H); or other approved courses

Social Science. Approved courses. For example, Honors College Social Science (HC 304H, 305H, 306H) or Microeconomics (Honors) (EC 204H), Macroeconomics (Honors) (EC 205H); or approved courses in one of the social science departments

Additional Courses

Cultural Diversity. Students must take one approved course that deals with a non-European-American topic or an issue of race or gender. See Registration and Academic Policies in this bulletin for a list of approved courses.

Colloquia (generally taken in the junior or senior year). Topics and fields are diverse and should be outside the student's major. Recent topics include Frontiers of Medicine and Science; the History of Sexuality; International Perspectives; Life Histories; Narcissism, Self, and Society; New Religious Movements; Rivers and Wetlands; Russian Literature and the West; and the Short Story Renaissance.

Senior Seminar. Coordinated with major departments. Senior Seminar (HC 407H) aids students in the preparation of the senior thesis or creative project.

Other Requirements. Clark Honors College requirements represent roughly one-third of a student's total four-year schedule, leaving time for general university requirements, major requirements, and electives.

The Clark Honors College is especially committed to excellence in writing. The program integrates instruction and practice in fundamental rhetorical skills—writing, reading, speaking, and listening—with the subject matter of the core courses, particularly in Honors College Literature (HC 101H, 102H, 103H), Honors College History (HC 107H, 108H, 109H), and the Senior Seminar (HC 407H). Students who graduate in the Clark Honors College ordinarily do not take separate required writing courses. Students who transfer out of the Clark Honors College before completing their degree work must satisfy the university composition requirement.

The following courses are open to sophomores, juniors, and seniors.

304, 305, 306 (H) Honors College Social Science (3,3,3) The thought, works, and methods of the social sciences.

311, 312, 313 (H) Honors College Arts and Letters: [Term Subject] (3,3,3R) Intensive study of major writers, artists, philosophers, and composers. Topics and areas change each term.

399 Special Studies: [Term Subject] (1-4R)

400 Innovative Education: [Term Subject] (1-3R)

401 Research (1-21R)

402 Independent Study (1-17R) Open only to students accepted in the Independent Study Program described below.

403 Thesis (1-21R)

405 (H) Reading and Conference: [Term Subject] (1-21R)

406 (H) Special Problems (1-21R)

407 (H) Seminar: [Term Subject] (1-5R)

The 3-credit Sophomore and Junior Seminar explores basic research methods and initiates work on the senior thesis or independent scholar project. The 2-credit Senior Seminar supports early work on the senior thesis or independent scholar project.

408/508 (H) Colloquium: [Term Subject] (1-21R) Offered in a wide range of topics.

409 (H) Practicum: [Term Subject] (1-21R)

410 Experimental Course: [Term Subject] (1-5R)

INDEPENDENT STUDY PROGRAM

In addition to the curriculum designed for students who have been admitted to the Clark Honors College, the university has a special program that is administered by the Clark Honors College but not limited to students enrolled in it. The undergraduate Independent Study Program is designed for students who want to pursue extended scholarly studies in an area not represented within established academic departments or schools.

Students working for a bachelor of arts (B.A.) in independent study are usually juniors or seniors. In addition to Independent Study (HC 402), these students must complete basic university B.A. requirements including group requirements, two years of college-level foreign language study, and writing. They must also have specific, coherent plans for independent work. A proposal of these plans demonstrating that this program of study is not available through any other department or school must be presented to a faculty committee. In consultation with the committee, each student sets individual goals and designs a schedule of courses and research that culminates in a senior thesis or project.
1. Satisfaction of the requirements for the major
2. A grade point average (GPA) of 3.50 in courses taken to satisfy major requirements.
3. A senior thesis of substantial quality, approved by the thesis director and at least one member of the program committee.

Courses from Other Departments
In addition to courses required for the humanities major, students are encouraged to take related courses in other departments. For more information, consult the Catalogue for details.
International Studies

837 Prince Lucien Campbell Hall
Telephone (503) 346-5051
Philip D. Young, Program Director

University Committee on International Studies

Gerald S. Albaum, marketing (international marketing, marketing research)
Kathleen G. Bowman, international affairs (ex officio)
Samuel K. Coleman, anthropology (cultural anthropology, Japan)
Colette G. Craig,* linguistics (language and culture, Latin America)
Vernon R. Dorfman, anthropology (Africa, political development, Liberia)
Stephen W. Durrant, East Asian languages and literatures (classical Chinese language, early Chinese literature)
Linda O. Fuller, sociology (political economy of developing areas, comparative socialism)
Maradel K. Gale, planning, public policy and management (environmental and resource planning, Micronesia)
Peter B. Gontrum, Germanic languages and literatures (20th-century literature, Germany)
Michael G. Huelshoff, political science (international political economy, Germany)
Jon L. Jacobson, law (international law, law of the sea)
Kenneth M. Kemper, educational policy and management (comparative and international education, Brazil)
R. Alan Kimball, history (modern Russia)
Elke Lieb, Germanic languages and literatures (modern German literature)
Glenn A. May,* history (U.S. foreign policy, Philippines, Southeast Asian studies)
Thomas Mills, international education and exchange (ex officio)
Geraldine Moreno-Black, anthropology (human ecology, nutritional anthropology, Southeast Asia)
Alexander B. Murphy,* geography (cultural and political geography, Western Europe)
Deanna M. Robinson, journalism (communication and cultural change)
Carole T. Silverman, anthropology (folklore and Eastern Europe)
Clarence Spigner, anthropology (international public health)
H. Leslie Stevens, journalism (public relations, international journalism, East Africa)
Richard P. Suttmeier,* political science (comparative politics, science policy, China and Japan)
Ann Tedards, music (Western Europe)
Ronald Wixman, geography (cultural geography, Soviet Union, Eastern Europe)
Philip D. Young, anthropology (social anthropology, rural development, Latin America)
M. George Zaninovich, political science (Yugoslavia, Eastern Europe)

FACULTY


Courtesies


Undergraduate Studies

The undergraduate International Studies Program offers an interdisciplinary bachelor of arts (B.A.) degree to students who want a rigorous education in the basic elements of the field. The program provides a sound general education for the student interested in the complex interrelationships (political, economic, social, and cultural) that exist among nations in the highly interdependent modern world. The program also provides preprofessional training for careers in government, communications, law, business, philanthropic foundations, and voluntary organizations.

Advising: The role of the faculty adviser is central to the program. Students admitted as majors in international studies should consult their advisers at least once each term. Students interested in applying to the program should seek a faculty member with whom they have a common area of interest to act as their adviser, generally one of the committee members named above.

Admission: Students must apply for admission during their sophomore or junior year at the university. A grade point average (GPA) of 3.00 or better is required. Pass/no pass (P/N) grades are not considered in computing the GPA. With the adviser, the student draws up a proposed course of study. The curricular proposal and a statement of academic and career objectives are then submitted to the committee through the International Studies Program office. If the proposed course of study is accepted, the student must adhere to it unless revisions are approved in the program office. Applications are accepted at the midpoint of each term.

Core Program and Major Requirements

The major consists of work in three core blocks: international relations, regional cultures and area studies, and global perspectives and issues. A minimum of 45 credits, 24 of which must be upper-division, are required in these blocks. Courses must be passed with grades of C- or better to satisfy the major requirements. In addition, three years of a foreign language or the equivalent is required.
The core program may include courses from a number of departments. The minimum requirement is 15 credits in each block. All courses taken for the major, with the exception of the language requirement and up to 9 credits in INTL 406 or 409, must be graded.

A maximum of 9 credits in courses taken to fulfill the university group requirements may be applied toward the international studies major. A maximum of 21 credits in courses taken in a single department may be applied toward the international studies major, exclusive of the language requirement. This is to permit an appropriate degree of specialization as well as to encourage double majors.

The program does not offer a minor.

**Block A: International Relations.** The student concentrates on the basic features of the international system including international governmental relations and foreign policy, international law and organizations, international trade and finance, economic development and transnational corporations, and international communications.

Suggested Block A courses are listed later in this section.

**Block B: Regional Cultures and Area Studies.** This block pertains to groups of nations sharing common historical, geographic, linguistic, and religious experiences. In satisfying the Block B requirements, students are expected to concentrate on one regional culture or area. The foreign language should be relevant to the region chosen.

Areas of focus may include Asia, Southeast Asia, the USSR and Eastern Europe, and Latin America, in which the university has programs with curricular offerings from various departments. (See Asian Studies, Russian and East European Studies, and Southeast Asian Studies sections of this bulletin.) In developing a program of study, a student may want to consult committee members affiliated with these programs.

For Western European Studies, Pacific Region Studies, or African Studies, the student may develop a program of courses by consulting an academic advisor with experience in the area of interest.

Suggested Block B courses are listed later in this section.

**Block C: Global Perspectives and Issues.** To fulfill the requirements for Block C, students are strongly encouraged to take a series of introductory courses as follows: Introduction to World Value Systems (INTL 250), Population and Global Resources (INTL 251), and Rich Nations and Poor Nations: Conflict and Cooperation (INTL 252). After this overview of global perspectives and issues, students should take two or more specialized classes that will enable them to concentrate on one of the following: (a) world cultures, (b) population and resources, or (c) problems of development.

Students are encouraged to take most of their Block C courses in only one of these subareas. Suggested Block C courses are listed later in this section.

**Senior Seminar Paper.** Graduating seniors must submit a twenty- to thirty-page research paper previously written for a university seminar or other course. The content and format must meet the approval of the International Studies Program director, use foreign language sources, and address an international or cross-cultural topic.

**International Studies Honors Thesis.** Students who have a minimum grade point average (GPA) of at least 3.50 and want to graduate with program honors are required to write a thirty- to fifty-page thesis. An adviser must be selected and a proposal approved by the program director two terms prior to graduation. Students may receive up to 6 credits toward the appropriate block of the 45 credits required for the international studies degree.

The completed thesis must be awarded a grade of mid-B or better by the adviser (P, or pass, for a Clark Honors College thesis) and be approved as meeting thesis guidelines by the director of the program. This includes using foreign language sources for all projects including the Clark Honors College thesis.

**Language Requirement.** Students must achieve proficiency in a single foreign language at a level associated with three years of study. The language should be relevant to the regional area chosen in Block B. Proficiency in the language may be demonstrated by passing the third term of a three-semester language sequence or by an advanced placement examination. A grade of D+ or lower does not demonstrate proficiency. The student must be currently proficient in a single foreign language in order to satisfy this requirement.

**Overseas Experience.** At least one term of study or work in a foreign country is required of students majoring in international studies. The international studies internship office serves as a resource for opportunities abroad. For information about study abroad see the International Education and Exchange section of this bulletin and index entries under "Overseas study." Advice is available from the Office of International Education and Exchange, 330 Oregon Hall.

**Internship Option.** Students may receive passing (P) credit for work done as interns. Interested students should inquire at the International Studies Program office.

**Suggested Core Block Courses**

The courses listed below are illustrative only and should not be considered comprehensive. These lists usually include only the first term of recommended sequences and generally reflect courses being offered during the current academic year. With prior approval from an adviser, other courses—including those numbered 407 and 410—may be selected from these and other departments.

**Block A: International Relations**

**International Studies.** Rich Nations and Poor Nations: Conflict and Cooperation (INTL 252), Seminar: Americans and the Third World (INTL 407), Aid to Developing Countries (INTL 422)

**Business Administration.** International Management (MGMT 420), International Finance and Investment (FINL 463), International Marketing Management (MKTG 475)

**Economics.** International Economic Issues (EC 380), Multinational Corporations (EC 462), International Finance (EC 480), International Trade (EC 481), Issues in International Economic Policy (EC 482)

**Geography.** Political Geography (GEOG 441), Economic Geography (GEOG 443), Geography of European-American Regions (GEOG 470)

**History.** War and the Modern World (HIST 211), U.S.A.-USSR Shared History (HIST 245), American Foreign Relations since 1933 (HIST 353), American Foreign Relations (HIST 451)

**Journalism.** Political Economies of Communication (J 422), International Journalism (J 492)

**Political Science.** Modern World Governments (PS 101), Crisis and Response in International Politics (PS 105), Introduction to Comparative Politics (PS 204), International Relations (PS 205), United States Foreign Policy I (PS 326), Communist Political Systems (PS 335), International Political Economy (PS 340), International Protection of Human Rights (PS 419), International Organization (PS 420), Ireligion: The Study of Peace (PS 421), International Law (PS 422), Theories of International Politics (PS 455), National Security Policy (PS 496)

**Sociology.** Systems of War and Peace (SOC 464)

**Block B: Regional Cultures and Area Studies**

**African Studies**

**Anthropology.** Ethnology of Hunters and Gatherers (ANTH 301), Ethnology of Tribal Societies (ANTH 302), Ethnology of Peasant Societies (ANTH 303), Political Anthropology (ANTH 411), Peoples of South Africa (ANTH 426), Peoples of Central and East Africa (ANTH 427), Peoples of West Africa and the Sahara (ANTH 428), Topics in Old World Prehistory (ANTH 440)

**History.** Afro-American History (ENG 310), Afro-American Folklore (ENG 486)

**English.** Afro-American History (HIST 250), Africa (HIST 325)

**Asian Studies**

See the Asian Studies section of this bulletin.

**Canadian Studies**

See the Canadian Studies section of this bulletin.

**Pacific Region Studies**

**International Studies.** The Pacific Challenge (INTL 440)

**Anthropology.** Pacific Basin: Polynesia and Micronesia (ANTH 323), Pacific Basin: Melanesia and Australia (ANTH 324), Pacific Islands Archaeology (ANTH 343), Topics in Pacific Ethnology (ANTH 425)

**Economics.** Economics of the Pacific Rim (EC 483)

**RUSSIAN AND EAST EUROPEAN STUDIES**

See the Russian and East European Studies section of this bulletin.

**Southeast Asian Studies**
See the Southeast Asian Studies section of this bulletin.

**Western European Studies**

Geography. Geography of Europe (GEOG 202)

History. Europe since 1789 (HIST 301), Economic History of Modern Europe (HIST 424), Modern European Thought and Culture (HIST 426), Europe in the Era of Total War (HIST 428)

Political Science. Politics of Western Europe (PS 424), Politics of the European Community (PS 425)

Students who want to focus on one Western European country should see related course offerings in the Economics, Germanic Languages and Literatures, History, and Romance Languages sections of this bulletin.

**Block C: Global Perspectives and Issues**

**World Cultures**


Anthropology. Introduction to Cultural Anthropology (ANTH 110), Introduction to Language and Culture (ANTH 180), Selected Topics in Ethnology (ANTH 211), Ethnology of Hunters and Gatherers (ANTH 301), Women and Culture II: Creativity and Symbols (ANTH 315), Food and Culture (ANTH 365), Culture and Personality (ANTH 413), Cultural Dynamics (ANTH 415), Race, Culture, and Sociobiology (ANTH 468), Anthropological Perspectives of Health and Illness (ANTH 469)

Dance. Dance and Folk Culture (DAN 301), Dance Cultures of the World (DAN 432)

Education. Values and Human Behavior (CPSY 493)

English. World Literature (ENG 107), Introduction to Folklore (ENG 250), Studies in Mythology (ENG 482), Race and Representation in Film (ENG 488)

Geography. Cultural Geography (GEOG 103), Urban Environment (GEOG 105), World Regional Geography (GEOG 201), Geography of Languages (GEOG 444), Culture, Ethnicity, and Nationalism (GEOG 445), Geography of Religion (GEOG 446), Cultural Landscapes (GEOG 460)

Humanities. Multicultural Studies in the Humanities (HUM 330)

Journalism. International Communication Systems and Regulations (J 418), Political Economics of Communication (J 422)

Linguistics. Introduction to Linguistics (LING 290), Language, Culture, and Society (LING 295), Second-Language Acquisition (LING 444)

Music. Music in World Cultures (MUS 258)

Philosophy. Social and Political Philosophy (PHIL 307), Philosophy of Religion (PHIL 320)

Political Science. Introduction to Contemporary Political Theory (PS 207), Introduction to the Tradition of Political Theory (PS 208), Art and the State (PS 301), Political Theory: Modern and Contemporary (PS 432), Politics of Multi-Ethnic Societies (PS 443)

Psychology. Psycholinguistics (PSY 440)

Religious Studies. Great Religions of the World (REL 201)

Sociology. America's Peoples (SOC 305), Marxist Sociological Theory (SOC 375), Political Economy (SOC 420), Sociology of Race Relations (SOC 443), Comparative Class Systems (SOC 452), Sociology of Education (SOC 491)

Speech. Introduction to Human Communication (RHCM 235), Nonverbal Communication (RHCM 434)

**Population and Resources**

International Studies. Population and Global Resources (INTL 251)

Anthropology. Evolution of Human Adaptation (ANTH 172), Human Ecology (ANTH 360), Human Biological Variation (ANTH 362), Food and Culture (ANTH 365), Human Adaptation (ANTH 367)


Economics. Resource and Environmental Economics (EC 433)

English. Literature and the Environment (ENG 469)

Geography. The Natural Environment (GEOG 101), Geography and Environment (GEOG 104), Environmental Alteration (GEOG 461), Historical and Contemporary Views of the Environment (GEOG 462), Geography, Law, and the Environment (GEOG 463)

Geological Sciences. Oceanography (GEOG 307), Earth Resources and the Environment (GEOG 310)

Physics. Physics of Energy and Environment (PHYS 161)

Planning, Public Policy and Management. Introduction to Environmental Studies (PPPM 331), Environmental Planning (PPPM 426), Natural Resource Policy (PPPM 443)

Political Science. Introduction to Environmental Politics (PS 297), Ocean Politics (PS 423), Politics and Ecology (PS 474), Environmental Politics (PS 497)

Sociology. Communities, Population, and Resources (SOC 220), World Population and Social Structure (SOC 303), Sociology of the Environment (SOC 416)

**Problems of Development**

International Studies. Rich Nations and Poor Nations: Conflict and Cooperation (INTL 252), Seminar: Development and the Muslim World (INTL 407), International Community Development (INTL 420), Women and Development in the Third World (INTL 421), Aid to Developing Countries (INTL 422)

Anthropology. Economic Anthropology (ANTH 412), Cultural Dynamics (ANTH 415)

Economics. Problems and Issues in the Developing Economies (EC 390), Economic Growth and Development (EC 490)

Geography. Urban Geography (GEOG 442)

**Political Science.** Communist Political Systems (PS 335), Marxist Political Theories (PS 433), Political Economy of Developing Societies (PS 451), Political Development and Revolution (PS 475), Environmental Politics (PS 497)

Sociology. Social Change (SOC 349), Urbanization and the City (SOC 442), Sociology of Migration (SOC 444), Sociology of Developing Areas (SOC 450), Bureaucracy, Power, and Society (SOC 470)

**GRADUATE STUDIES**

An interdisciplinary master of arts (M.A.) degree program in international studies is offered for students who contemplate careers in foreign affairs, international organizations, or domestic organizations with international activities. A minimum of 63 credits must be completed for the degree. In addition, students without prior international experience are expected to complete a relevant 3-credit internship.

The M.A. degree program in international studies can be tailored to meet the unique professional needs of each student, and it provides the flexibility of interdisciplinary study. In close consultation with his or her adviser, the student develops a program of study that combines expertise in a specific professional area with interdisciplinary training in international studies. Areas of professional concentration include, for example, planning, public policy and management; journalism; international communications; health education and nutrition; international business; and international education. Concentrations in other professional areas, such as community development, can also be arranged.

Graduates of the International Studies Program serve as international technical advisers, career diplomats, international business and trade experts, analysts in Third World countries, educators, community development professionals, and administrators of international programs.

**Graduate Curriculum**

Of the 63 credits needed to complete the degree, students are required to take a minimum of 27 graded credits: 12 in the interdisciplinary core and 15 in the professional concentration area. A maximum of 21 credits may be taken in any one department in order to permit an appropriate degree of specialization.

**Interdisciplinary Core.** All students take 18 credits of interdisciplinary courses in international studies that form the common core of the curriculum. The core is composed of four major competence areas: cross-cultural understanding and communication; understanding the dynamics of relations between the United States and developing countries; understanding major development theories and approaches; and cross-cultural research methods. Students may select from a range of specified courses to satisfy this requirement. A minimum of one course must be taken from each competence area.

**Professional Concentration Area.** All students take approximately 24 credits in their area of professional concentration. Courses in
the concentration area are chosen in consultation with an advisor from the relevant cooperating department or professional school. Concentration areas vary according to student interests and needs. For example, given the rapid influx of international students into the United States universities, counseling is likely to become an increasingly important professional concentration area. For students interested in agricultural extension and rural development, courses may be taken at Oregon State University. (For information on concurrent enrollment, see the Registration and Academic Policies section of this bulletin.) With both the United States and the state of Oregon turning greater attention to export expansion, professional concentration in international economics and trade in the Pacific region represents another area of expanding opportunities. Students interested in a general international studies program (for example, in preparation for the United States Foreign Service) may satisfy this requirement by taking 24 credits emphasizing international political, historical, economic, and cultural factors. Students interested in international communications and journalism might also concentrate on this area. The International Studies Program conducts a required 1-credit Proseminar (INTL 655) each fall term in which students and faculty members explore the field of international studies. Another 1-credit seminar, Professional Development, is offered during winter or spring term.

Geographic Focus. All students take a minimum of 12 credits in their area of geographic specialty (e.g., East Asia, Africa, Latin America, the Pacific region). An area specialty is also possible as a professional concentration.

Language Study and Competence. Students must demonstrate a third-year level of proficiency in a foreign language relevant to their professional or geographic focus prior to completion of the program. Students who want to improve their language skills as part of their M.A. program may take second- and third-year Chinese, Japanese, or Russian, or they may take third- and fourth-year Romance- or Germanic-language courses in lieu of up to 6 credits in the geographic focus, 6 credits in the professional concentration area, or 12 credits of the field internship. No more than 15 total credits of foreign language study may be applied toward fulfillment of program requirements. Through completion of their master's degree requirements, international students whose high school or university instruction was not in English demonstrate proficiency in English as a second language.

Field Internship. A 12-credit internship is required of students without prior international working experience and of those changing their professional focus. Internships in the Pacific region are currently being emphasized. The program staff helps students locate internships. Students who believe they have had sufficient international experience may submit a petition to the director of the International Studies Program to have the internship requirement waived. If granted, such a waiver does not reduce the 63-credit requirement for the degree.

Exit Project. To complete requirements, each student is required to write a thesis or policy paper or have an article accepted for publication in an approved refereed journal. Nine credits are awarded for a thesis and 3 to 6 credits for a policy paper or published article.

International Students. International as well as United States students are encouraged to apply. Their study programs are individually designed to meet their professional needs and those of the home country.

INTERNATIONAL STUDIES COURSES (INTL)
196 Field Studies (1–2R)
198 Colloquium: [Term Subject] (1–2R)
199 Special Studies: [Term Subject] (1–4R)
200 Innovative Education: [Term Subject] (1–3R)
250 Introduction to World Value Systems (3) Introduction to various value systems, focusing on how their foundations influence social action.
251 Population and Global Resources (3) The world ecosystem from a global perspective, including qualitative and quantitative aspects of human populations and their resources and alternative strategies for coping with global imbalance.
252 Rich Nations and Poor Nations: Conflict and Cooperation (3) Compares differences in national economics, politics, social structures, cultures, and world outlook. The central theme is how people seek to improve their quality of life.
399 Special Studies: [Term Subject] (1–4R)
400 Innovative Education: [Term Subject] (1–3R)
401 Research (1–16R) P/N only. Prereq: instructor's consent.
403 Thesis (1–16R) P/N only. Prereq: instructor's consent. Majors only.
405 Reading and Conference: [Term Subject] (1–16R) Prereq: instructor's consent.
406 Field Studies (1–16R) P/N only. Prereq: graduate standing and exit project committee's consent.
407 Seminar: [Term Subject] (1–5R)
408 Workshop: [Term Subject] (1–16R)
409 Practicum: [Term Subject] (1–16R) P/N only. Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies. Prereq: program director's consent.
410/510 Experimental Course: [Term Subject] (1–5R)
601 Research (1–16R) P/N only. Prereq: exit project committee's consent. Majors only.
602 Supervised College Teaching (1–5R)
604 Reading and Conference: [Term Subject] (1–16R) Prereq: instructor's consent.
605 Field Studies (1–16R) P/N only. Prereq: graduate standing and exit project committee's consent.
607 Seminar: [Term Subject] (1–5R)
608 Special Topics: [Term Subject] (1–16R)
609 Practicum: [Term Subject] (1–16R) P/N only. Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies. Prereq: program director's consent.
610 Experimental Course: [Term Subject] (1–5R)
650 International Research Methods (3) Survey of quantitative and qualitative research approaches relevant to international research. Emphasis on practical applications and strategies for linking research to policy in international settings.
655 Proseminar (1) Introduction to the field of international studies and the international studies graduate program.
LINGUISTICS
233 Straub Hall
Telephone (503) 346-3906
Colette G. Craig, Department Head

FACULTY


The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating
James L. Boren, English
Robert L. Davis, Romance languages
Sarah A. Douglas, computer and information science
Noriko Fujii, East Asian languages and literatures
Michael I. Foner, psychology
Patricia Rounds, American English Institute
Marjorie Taylor, psychology
Theodore Stern, anthropology
Jack Whalen, sociology

GENERAL INFORMATION
The Department of Linguistics offers instruction in linguistics leading to a bachelor of arts (B.A.), a master of arts (M.A.) in two options—general linguistics and applied linguistics—and a doctor of philosophy (Ph.D.) degree in linguistics with interdisciplinary emphasis.

UNDERGRADUATE STUDIES
The program offers instruction in the nature of human language, the structural variety of individual languages, and the methodology of conducting a linguistic investigation. The primary aim of linguistics as a science is to study the use and organization of human language in coding and communicating knowledge. Although linguists may study specific facts of many languages, they do so to gain insight into the properties and processes common to all languages. Such common features may in turn reflect universals of human cognitive, cultural, and social organization. Language occupies a central position in the human universe, so much so that it is often cited as a major criterion for defining humanity. Its use in the coding and processing of knowledge makes it relevant to psychology. As a tool of reasoning it verges on logic and philosophy. As a computational system it relates to computer science and language-data processing. As a repository of one's cultural world view, it is a part of anthropology. As an instrument of social intercourse and a mark of social identity, it interacts with sociology. As a biological subsystem located in the brain, it is highly relevant to neurology. As the primary vehicle of learning and maturation it is important for education. As an expressive medium it is the crucible of literature and rhetoric.

Careers. To gain understanding into the complexities of human language is thus to gain entrance into numerous fields of academic investigation and practical use. Indeed, computer programmers, conflict mediators, cryptologists, elementary school teachers, language teachers, lawyers, psychiatrists, speech therapists, and translators all depend heavily on understanding the nature and use of language.

Bachelor of Arts Requirements
1. Two years of one foreign language and one year of another
2. The following required courses in linguistics:

- Introduction to Linguistics (LING 290) or Elements of Linguistics (LING 411) ........................................... 4
- Introduction to Phonology (LING 341) ........................................... 4
- Languages of the World (LING 311) ........................................... 3
- Phonetics (LING 411) ........................................... 4
- Syntax and Semantics I, II (LING 451, 452) .............. 8
- Historical and Comparative Linguistics (LING 460) .............. 8
- Sociolinguistics (LING 490) ........................................... 3
- Second-Language Acquisition (LING 445/544) and Second-Language Teaching (LING 445/545) can be applied toward state certification in foreign language teaching. Students who take either course for this purpose must complete their field research in the targeted language.

Bachelor of Arts Requirements 30 credits

- Introduction to Linguistics (LING 290) .............. 4
- Languages of the World (LING 311) .............. 3
- Phonetics (LING 411) ........................................... 4
- Introduction to Phonology (LING 450) .............. 4
- Syntax and Semantics I, II (LING 451, 452) .............. 8
- Historical and Comparative Linguistics (LING 460) .............. 8
- Sociolinguistics (LING 490) ........................................... 3

3. At least 12 additional credits selected either from linguistics courses or from courses in other departments listed as relevant to linguistics. At least 6 of these must be upper-division credits, including at least one undergraduate Proseminar (LING 407)

4. All courses applied toward the major in linguistics must be taken for letter grades. A course in which a grade of D+ or lower is earned cannot count toward the major

5. The study program of linguistics undergraduate majors must be approved by the departmental undergraduate adviser

Advising
Undergraduate students in linguistics consult the departmental undergraduate adviser each term about their study program.

Minor Requirements
The Department of Linguistics offers a minor in linguistics that gives the student a grounding in the basics of linguistic analysis and the opportunity to pursue areas of special interest. The minor in linguistics requires a total of at least 26 credits in linguistics course work. Under special circumstances substitutions to the courses listed below are possible. Students should obtain permission from the undergraduate adviser to pursue an alternative program of study.

Minor Requirements 26 credits

- Introduction to Linguistics (LING 290) or Elements of Linguistics (LING 411) ........................................... 4
- Language, Culture, and Society (LING 295) .................. 3
- Second-Language Acquisition (LING 445/544) and Second-Language Teaching (LING 445/545) can be applied toward state certification in foreign language teaching. Students who take either course for this purpose must complete their field research in the targeted language.

GRADUATE STUDIES
Solid preparation in linguistics is an indispensable requirement for any specialization at the graduate level, applied as well as theoretical. Although the faculty and courses deal with a wide variety of linguistic topics and issues, four facets of linguistics are strongly emphasized in the graduate program:

1. A functional approach to the study of language structure and use
2. An empirical, live-data, fieldwork, experimental, and cross-linguistic approach to the methodology of linguistic research
3. Interdisciplinary emphasis on the place of human language in its wider natural context
4. Second-language acquisition, at both the teaching-methodology and research levels, and applied linguistics in general

Advising and Review Practices
Graduate students meet each term with the departmental graduate adviser. In addition, some students may be assigned a faculty member to advise them in the areas of their academic interest. The performance of each graduate student is reviewed at the end of each academic term by the faculty. In case a student falls below what the faculty considers minimal standards of performance in the graduate program, a representative of the faculty notifies the student and suggests appropriate remedial steps.

Financial Aid
The department offers several graduate teaching fellowships (GTFs) in linguistics and at the American English Institute (AEI) as well as a number of graduate research fellowships. Other
types of support are occasionally available. Qualified applicants for graduate admission are eligible to apply for support.

Master of Arts
The master of arts (M.A.) program in linguistics offers two options—one in linguistics, the other in applied linguistics (AL) with emphasis on second-language acquisition and teaching (SLAT). Both options require solid coursework in language structure, function, and use. Students in the AL-SLAT option are expected to take most of their elective courses within the SLAT curriculum; other students may pursue a variety of electives in both linguistics and related disciplines.

Admission Requirements. Admission into the M.A. program assumes the completion of the equivalent of the courses required for the B.A. in linguistics. Students may be admitted into the program without having previously completed such courses, but they are then required to take and pass (with a grade of B or better) the following courses: Introduction to Phonology (LING 550), Syntax and Semantics I,II (LING 551, 552).

Required Courses. The following courses are required for an M.A. in linguistics:
- One Proseminar (LING 507) or Seminar (LING 607)
- Linguistic Theory: Phonology (LING 614)
- Linguistic Theory: Syntax (LING 615)
- Linguistic Theory: Semantics (LING 616)

Elective Courses. Students working toward an M.A. degree must take an additional 32 credits in graduate-level courses, excluding LING 550, 551, and 552, chosen either from linguistics or from relevant related disciplines and approved by the departmental graduate adviser. M.A. students pursuing the AL-SLAT option must include the following:
- Second-Language Acquisition (LING 544)
- Second-Language Teaching (LING 545)
- English Grammar (ENG 595)
- Teaching English as a Second Language: Practicum (LING 609)
- Advanced Second-Language Teaching (LING 645)

Foreign Language Requirement. Candidates for the M.A. must have completed two years of a foreign language during the previous seven years.

M.A. Examination. The M.A. degree in linguistics is granted upon successful completion of required course work, maintenance of the university-prescribed grade point average, and the passing of a written examination. M.A. examinations are administered twice a year, at the end of the fall and spring terms. No course with a grade lower than B can be counted to satisfy degree requirements.

M.A. Thesis. Students in good standing in the program may be invited by the faculty to write an M.A. thesis rather than take the written M.A. examination. The faculty sitting as a committee of the whole must approve an option, and the linguistics department faculty member must be willing to serve as thesis adviser. The thesis adviser makes recommendations to the faculty about the acceptability of the M.A. thesis, and the faculty either accepts or rejects the thesis.

Doctor of Philosophy
The doctor of philosophy (Ph.D.) program in linguistics is individually tailored to meet the needs and professional goals of the student, drawing strong interdisciplinary support from related fields on the university campus. These may include—but are not limited to—animal communication, anthropological linguistics, applied linguistics, cognitive science, discourse and text analysis, English linguistics, first- and second-language acquisition, language-data processing, neurolinguistics, psycholinguistics, sociolinguistics, and speech pathology and speech therapy.

Admission Requirements. Applicants must have an M.A. in linguistics or its equivalent. Applicants without an M.A. may be admitted conditionally and must complete all prerequisites M.A.-level linguistics courses before they receive unconditional doctoral status. Each applicant is required to submit, along with the graduate application, a sample graduate research paper (or M.A. thesis) at least thirty pages in length.

Residency Requirement. The Graduate School requires at least three years of full-time work beyond the bachelor’s degree for the doctorate, with at least one year spent in continuous residence on the Eugene campus. The Department of Linguistics interprets the latter requirement to mean that at least six courses, including seminars, must be taken in the program while the student is in continuous residence for three academic terms.

Foreign Language Requirement. Students in the Ph.D. program must demonstrate proficiency in two foreign languages, either by examination or through course work. These languages are typically Chinese, French, German, Japanese, Russian, or Spanish, but the student may submit a petition to substitute another language for one of the above if the student’s study program or other special circumstances justify such a substitution.

Required Courses. A student must complete at least 32 credits of graduate courses in linguistics or related fields approved by a doctoral adviser. No courses required for the M.A. can count toward Ph.D. course requirements.

The 32-credit doctoral program must include (1) and either (2) or (3):
1. At least two seminars, one of which must be in syntax, semantics, or pragmatics
2. Field Methods I,II,III (LING 617, 618, 619) or
3. Applied and experimental linguistics sequence consisting of a course in statistics approved by the doctoral adviser, a cognitive science laboratory course, and Empirical Methods in Linguistics (LING 621)

Doctoral Adviser. The department head appoints a doctoral adviser for each student upon admission to the Ph.D. program.

Doctoral Examination. Upon completion of all preceding requirements, the candidate may submit a petition to the department to take the doctoral examination. The examination consists of three original research papers of substantial length on topics approved by the faculty. At least two of the papers must be in two separate subfields of linguistics; the third may be in a related field. The linguistics faculty accepts or rejects the papers. Upon successful completion of this examination, the student is advanced to candidacy.

Doctoral Dissertation. The Ph.D. is granted upon completion of the preceding requirements, writing of an original dissertation acceptable to the doctoral committee, and passing an oral examination on the dissertation. A student may submit a petition to the department to waive the oral examination under special circumstances. The doctoral committee must include at least three linguistics faculty members, and it must be either chaired or co-chaired by the student’s doctoral adviser in linguistics. The student must submit a dissertation prospectus in writing, and it must be approved by the doctoral committee before the student begins writing the dissertation.

American English Institute
The American English Institute (AEI), directed by a linguistics department faculty member, provides English as a second language (ESL) instruction to nonnative speakers of English. It offers teaching, training, and employment opportunities for graduate linguistics students in ESL methodology, second-language acquisition, and curriculum development as well as research opportunities in the acquisition and teaching of language and related fields.

Cognitive and Decision Sciences
Several linguistics faculty members are associated with the Institute of Cognitive and Decision Sciences. For more information, see that section of this bulletin.

Neuroscience
See the Neuroscience section of this bulletin for information about the study of neuroscience at the university.

Southeast Asian Languages
The Southeast Asian Languages Program offers Thai and Indonesian at the first- and second-year levels. Students can make arrangements with linguistics faculty members for more advanced study. The program stresses proficiency in all four basic skills—listening, speaking, reading, and writing—through use of dialogues, exercises, communication games, and discussions. Most class time is spent in communicative interaction with native speakers.

Once a week a linguist specializing in Southeast Asian languages discusses grammatical and stylistic points. Classes are offered sequentially beginning fall term. See also the Southeast Asian Studies section of this bulletin.

INDONESIAN COURSES (INDO)
101, 102, 103 First-Year Indonesian (5,5,5S) Basic grammar of Indonesian, practice in conversation, reading, and writing.
201, 202, 203 Second-Year Indonesian (5,5,5S) Intermediate Indonesian grammar, conversation, reading, and composition. Prereq: INDO 103 or equivalent.

THAI COURSES (THAI)
101, 102, 103 First-Year Thai (5,5,5S) Provides essentials of grammar, basic conversa-
tional skills, and a thorough grounding in the writing system.

201, 202, 203 Second-Year Thai (5,5,5S)
Additional grammatical patterns, practice in speaking, reading, and writing Thai. Prereq: THAI 103 or equivalent.

LINGUISTICS COURSES (LING)

81 English Pronunciation for International Students (2) Practice in the pronunciation of English; diagnosis of pronunciation problems; practice in accurately producing English sounds, sound sequences, stress, and intonation.

82 Listening Comprehension for International Students (3) Practice in developing listening comprehension and note taking; practice in listening to spoken English with emphasis on identifying main ideas and relationships.

83 Oral Communication for International Students (3) Participation in conversation groups aimed at developing conversational skills dealing with academic subject matter.

84 Reading and Vocabulary Development for International Students (3) Development of reading and vocabulary skills in academic subjects. Readings selected from areas of student interest.

91 Beginning Writing for International Students (3) Beginning written and spoken English for students whose native language is not English. Emphasis is on written English to prepare students for other writing courses. Placement based on examination administered by the university Testing Office.

92 Intermediate Writing for International Students (3) Intermediate written and spoken English for students whose native language is not English. Emphasis is on written English to prepare students for other writing courses. Placement based on examination administered by the university Testing Office.

93 Advanced Writing for International Students (3) Advanced written and spoken English for students whose native language is not English. Emphasis is on written English to prepare students for other writing courses. Placement based on examination administered by the university Testing Office.

150 Structure of English Words (3) Word structure and derivation in English. Greek- and Latin-derived vocabulary; semantic and derivational relations. Understanding the dynamic structure of the English lexicon, prefixes, suffixes, and morphology.

196 Field Studies (1-2R)

198 Workshop: [Term Subject] (1-2R)

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

211 Articulatory Phonetics (4) Transcription and production of the sounds of natural language. Offered only at Summer Institute of Linguistics.

290 Introduction to Linguistics (4) Study of human language and linguistics as a scientific and humanistic discipline. Basic concepts of the lexicon, phonology, syntax, semantics, and language change. Students cannot receive credit for both LING 290 and 421/521.

295 Language, Culture, and Society (3) Ways in which language reflects culture and in turn determines cultural world view, interaction between language and social structure, social relations and interpersonal communication.

311 Languages of the World (3) A survey of the variability and distribution of the languages of the world in terms of linguistic typology, genetic relationships, and geographic location.

330 Analytical Methods in Phonology (4) Methods for determining the phonological pattern of a language. Offered only at Summer Institute of Linguistics.

351 Analytical Methods in Morphology and Syntax (4) Methods of determining the morphological and syntactic patterns of natural language data. Prereq: LING 290 or 421/521.

399 Special Studies: [Term Subject] (1-4R)

400 Innovative Education: [Term Subject] (1-3R)

401 Research (1-21R) Individual research supervised by a faculty member. Prereq: instructor's consent.

403 Honors Thesis (1-21R)

405 Reading and Conference: [Term Subject] (1-21R) Individual reading and bibliographic work supervised by a faculty member. Prereq: instructor's consent.

406 Field Studies (1-21R)

407/507 Proseminar: [Term Subject] (1-5R) Topics include history of linguistics, language contact, morphology, discourse pragmatics, conversational analysis, acoustic phonetics, psycholinguistics, language acquisition, and applied linguistics. Prereq: LING 452/552.

408/508 Workshop: [Term Subject] (1-21R)

409 Supervised Tutoring: [Term Subject] (1-21R)

410/510 Experimental Course: [Term Subject] (2-5R) Recent topics are Classical Tibetan, First-Language Acquisition, Old Irish, and Translation Theory.

411/511 Phonetics (4) The articulatory acoustic basis for the classification and description of speech sounds; relevance of this phonetic base to phonological analysis. Prereq: LING 290.

412/521 Elements of Linguistics (4) Basic elements of language structure, function, and use including basic concepts of the lexicon, phonology, morphology, syntax, semantics, and language change. Primarily for nonmajors. Students cannot receive credit for both LING 290 and 421/521.

426/526 Analysis of Language Structure: [Term Subject] (3R) Structure of individual languages, language subfamilies, or families. Specific languages vary, with selection most likely from Arabic, Austronesian, Bantu, Chinese, Greek, Hebrew, Hindi, Japanese, Latin. Prereq: LING 450/550, 451/551, 452/552 or instructor's consent. R when topic changes.

444/544 Second-Language Acquisition (4) Introduction to cognitive and social processes of acquiring second languages. One extra hour a week of field research, research paper. Prereq: LING 290 or 421/521.

445/545 Second-Language Teaching (4) Approaches and methods of teaching second languages. Theoretical principles of language teaching; pedagogical principles for second-language abilities in speaking, listening, reading, and composition. One extra hour a week of field research; research paper. Prereq: LING 444/544 or instructor's consent.

446/546 Second-Language Teaching Practice (4) Intensive workshop and practice in teaching instruction. Practical methods for developing skills in listening, speaking, reading, writing, and testing foreign languages. Prereq: LING 445/545.

450/550 Introduction to Phonology (4) Study of sound systems in language. Phonemic contrasts, allophonic variation, and complementary distribution in relation to lexical coding of words, sound production, and sound perception. Prereq: LING 411/511 or equivalent.

451/551 Syntax and Semantics I (4) Syntax within grammar; its interaction with lexical meaning; propositional semantics, and discourse pragmatics; syntactic structure; case roles; word order; grammatical morphology; tense, aspect, modality, and negation; definiteness and referentiality. Prereq: LING 290 or 421/521.

452/552 Syntax and Semantics II (4) Complex syntactic structures and their discourse function; embedded, coordinate, and subordinate clauses; nondeclarative speech acts, topicalization, contrast, and focusing; transformation and deconstruction; data from various languages. Prereq: LING 451/551.


490/590 Sociolinguistics (3) Language in relation to social and interpersonal interaction. Topics may include dialect geography, social and ethnic dialects, language contact, bilingualism and multilingualism, pidgins and creoles, or conversational analysis. Prereq: LING 450/550, 452/552.

503 Thesis (1-16R) P/N only. Individual research on M.A. thesis supervised by a faculty member. Prereq: instructor's consent.

601 Research (1-16R) P/N only. Individual research on a specific topic supervised by a faculty member. Prereq: instructor's consent.

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R) P/N only. Individual work on Ph.D. dissertation supervised by a faculty member.

605 Reading and Conference: [Term Subject] (1-16R) Individual reading and bibliographic work supervised by a faculty member. Prereq: instructor's consent.

606 Field Studies (1-16R)

607 Seminar: [Term Subject] (1-5R) Topics include syntax, semantics, discourse pragmatics, stylistics, psycholinguistics, neurolinguistics, language contact, pidgins and creoles, first- or second-language acquisition, language and culture. Prereq: LING 450/550, 452/552 or instructor's consent.

608 Workshop: [Term Subject] (1-16R)
609 Teaching English as a Second Language: Practicum: [Term Subject] (3) Supervised practicum in teaching English as a second language (TESL) either to adults or to children. Prereq: LING 444/544, 445/545.

610 Experimental Course: [Term Subject] (1–5R)


615 Linguistic Theory: Syntax (4) Issues in syntactic theory. Topics may include universals of semantic, pragmatic, and discourse function and their relation to syntax, syntactic typology and universals, formal models in syntactic description. Prereq: LING 452/552.

616 Linguistic Theory: Semantics (4) Detailed investigation of issues in semantic and pragmatic theory. Topics may include universals of lexical semantics and discourse pragmatics and their interaction. Prereq: LING 452/552.

617, 618, 619 Field Methods I, II, III (5, 5, 58) Supervised linguistics fieldwork with language informants, both in and out of class. Application of language universals to the elicitation, analysis, and evaluation of data from particular languages; the writing of phonological, lexical, and grammatical descriptions; sentence versus text elicitation. Prereq: LING 450/550, 452/552.

621 Empirical Methods in Linguistics (4) Empirical quantified methods of data collection and analysis; statistical evaluation of results. Data derived from discourse, conversation, psycholinguistics, first- and second-language acquisition, speech pathology, speech and writing deficiencies. Prereq: LING 450/550, 452/552 or instructor's consent.

622 Discourse Analysis (4) Language beyond the sentence level; elicitation and analysis of oral and written texts; quantitative text analysis. Information structure of discourse, discourse and syntax, conversational analysis, discourse pragmatics, discourse processing. Prereq: LING 452/552.

645 Advanced Second-Language Teaching (4) Current issues in and research on theory and practice. Topics may include curriculum development, classroom research, testing, communicative language learning, learner-centered approaches to teaching. Prereq: LING 445/545.

660 Historical Syntax (4) Topics in the study of syntactic change. Prereq: LING 452/552, LING 460/560 or equivalent.

MATHEMATICS

218 Fenton Hall
Telephone (503) 346-4705
Frank W. Anderson, Department Head

FACULTY


646 Advanced Second-Language Teaching (4) Current issues in and research on theory and practice. Topics may include curriculum development, classroom research, testing, communicative language learning, learner-centered approaches to teaching. Prereq: LING 445/545.

660 Historical Syntax (4) Topics in the study of syntactic change. Prereq: LING 452/552, LING 460/560 or equivalent.

MATHEMATICS

218 Fenton Hall
Telephone (503) 346-4705
Frank W. Anderson, Department Head

FACULTY


646 Advanced Second-Language Teaching (4) Current issues in and research on theory and practice. Topics may include curriculum development, classroom research, testing, communicative language learning, learner-centered approaches to teaching. Prereq: LING 445/545.

660 Historical Syntax (4) Topics in the study of syntactic change. Prereq: LING 452/552, LING 460/560 or equivalent.

MATHEMATICS

218 Fenton Hall
Telephone (503) 346-4705
Frank W. Anderson, Department Head

FACULTY


646 Advanced Second-Language Teaching (4) Current issues in and research on theory and practice. Topics may include curriculum development, classroom research, testing, communicative language learning, learner-centered approaches to teaching. Prereq: LING 445/545.

660 Historical Syntax (4) Topics in the study of syntactic change. Prereq: LING 452/552, LING 460/560 or equivalent.

MATHEMATICS

218 Fenton Hall
Telephone (503) 346-4705
Frank W. Anderson, Department Head

FACULTY


646 Advanced Second-Language Teaching (4) Current issues in and research on theory and practice. Topics may include curriculum development, classroom research, testing, communicative language learning, learner-centered approaches to teaching. Prereq: LING 445/545.

660 Historical Syntax (4) Topics in the study of syntactic change. Prereq: LING 452/552, LING 460/560 or equivalent.

MATHEMATICS

218 Fenton Hall
Telephone (503) 346-4705
Frank W. Anderson, Department Head

FACULTY


646 Advanced Second-Language Teaching (4) Current issues in and research on theory and practice. Topics may include curriculum development, classroom research, testing, communicative language learning, learner-centered approaches to teaching. Prereq: LING 445/545.

660 Historical Syntax (4) Topics in the study of syntactic change. Prereq: LING 452/552, LING 460/560 or equivalent.

MATHEMATICS

218 Fenton Hall
Telephone (503) 346-4705
Frank W. Anderson, Department Head

FACULTY

pare teachers of mathematics; and provide advanced and graduate work for students specializing in the field.

Preparation. Students planning to major in mathematics at the university should take three or four years of high school mathematics including a year of mathematics as a senior. Courses in algebra, geometry, trigonometry, and more advanced topics should be included whether offered as separate courses or as a unit. College transfer students who have completed a year of calculus should be able to complete the major requirements in mathematics at the University of Oregon in two years.

Science Group Requirement. The department offers a variety of courses that satisfy the science group requirement. These courses are MATH 130–134; MATH 211, 212, 213; MATH 231, 232, 233; MATH 241, 242, 243; MATH 251, 252, 253; MATH 271, 272, 273. The courses numbered 130–134 present ideas from areas of important mathematical activity in an elementary setting, stressing concepts more than computation. They do not provide preparation for other mathematics courses but are compatible with further study in mathematics.

Enrollment in Courses
To enroll in a lower-division mathematics course, students must take the prescribed placement examination or present a grade report showing completion of the prerequisite course with a grade of C- or P or better.

Courses are not open for credit to students whose competence in that area exceeds the scope of the particular course. For example, a student with credit in Calculus for Business and Economics (MATH 231) is not eligible for credit in Calculus for Business and Social Science I (MATH 241) and cannot later receive credit for College Algebra (MATH 111). For more information about credit restrictions contact a mathematics adviser.

The department offers two calculus sequences to meet students’ needs. Calculus I, II, III (MATH 251, 252, 253) is the standard sequence recommended to most students in the physical sciences and mathematics. Calculus for Business and Social Science I, II (MATH 241, 242) and Introduction to Methods of Probability and Statistics (MATH 243) form a sequence that is designed to serve the mathematical needs of students in the business, managerial, and social sciences. The choice between these two sequences is an important one; the choice of MATH 241, 242, 243 effectively closes the door to most advanced mathematics courses. Students need to consult an adviser in mathematics or their major field about which sequence to take.

Major Requirements
The department offers undergraduate preparation for graduate work in mathematics and statistics; for mathematics teaching at the secondary level; and for positions in government, business, and industry. Each student’s major program is individually constructed in consultation with an adviser.

To qualify for a bachelor’s degree with a major in mathematics, a student must satisfy the requirements in one of the nine options listed below or receive explicit approval in writing for an alternate program from the head adviser for undergraduate mathematics prior to the beginning of the last full year of study.

Lower-division requirements include Calculus I, II, III (MATH 251, 252, 253). In addition, every mathematics major must take a course that focuses primarily on mathematical structures. This requirement is generally met by taking Mathematical Structures I (MATH 271) as a freshman or sophomore. Students with a computer science emphasis can satisfy this requirement by taking Elements of Discrete Mathematics I (MATH 231). Students may also meet this requirement by taking one of the following courses: Fundamentals of Abstract Algebra I (MATH 391), Applied Algebra I (MATH 442), Mathematical Logic (MATH 483), or a course approved by the head adviser. Most options for majors require Introduction to Differential Equations (MATH 256) and Several-Variable Calculus II (MATH 281, 282), and most majors take these courses during the sophomore year.

Upper-division courses used to satisfy these requirements must be taken for letter grades, and only one D grade (D+ or D or D-) may be counted toward the upper-division requirement. At most 12 credits in upper-division mathematics courses must be taken in residence at the university.

Among the upper-division requirements, all majors must take Elementary Analysis (MATH 315) and Elementary Linear Algebra (MATH 341, 342). Statistical Methods I, II (MATH 425, 426), Multivariate Statistical Methods (MATH 427), and Matrix Algebra (MATH 440) cannot be used to complete the options listed below.

Option One: Standard. Required: MATH 256; MATH 281, 282; 25 upper-division mathematics credits including MATH 315; MATH 341, 342; at least two of the following: MATH 351, 352; MATH 391, 392; MATH 420, 421; MATH 442, 443; two from MATH 455, 456, 457; MATH 461, 462.

Recommended: MATH 393, 422, 423, 463

Option Two: Graduate Preparatory. Required: MATH 256; MATH 281, 282; 25 upper-division mathematics credits including MATH 315; MATH 341, 342; at least two of the following: MATH 351, 352; MATH 391, 392; MATH 420, 421; MATH 442, 443; two from MATH 455, 456, 457; MATH 461, 462.

Recommended: MATH 393, 422, 423, 463

Option Three: Statistics. Required: MATH 256; MATH 281, 282; 25 upper-division mathematics credits including MATH 315; MATH 341, 342; at least two of the following: MATH 351, 352; MATH 391, 392; MATH 420, 421; MATH 442, 443; MATH 454; MATH 457.

Option Four: Biological Science. Required: MATH 256; MATH 281, 282; 22 upper-division mathematics credits including MATH 315; MATH 341, 342; MATH 420; MATH 455; MATH 461, 462.

Also required: general or honors chemistry and BI 221, 222, 223 (with laboratories, BI 226, 227, 228)

Recommended: MATH 351, 421, 454, 456, 457, 463, general or honors physics

Option Five: Computer Science. Required: MATH 231, 232, 233; MATH 256; MATH 281, 282; 19 upper-division mathematics credits including MATH 315; MATH 341, 342; MATH 455; two courses selected from the following: MATH 351 or 451; MATH 391; MATH 456; MATH 461, 462; MATH 483

Also required: CIS 313, 314, 315

Recommended: CIS 445; MATH 420, 441, 443, 454, 457

Option Six: Physical Science. Required: MATH 256; MATH 281, 282; 22 upper-division mathematics credits including MATH 315; MATH 341, 342; four courses from the following: MATH 351, 352 or MATH 451, 452, 453; MATH 411, 412; MATH 420, 421; MATH 422; MATH 423; MATH 461, 462; MATH 463

Also required: any two of the following three sets of sequences—general or honors chemistry, general geology, general or honors physics. An upper-division two-term sequence in chemistry or physics may be substituted for one of these sequences. Upper-division geology sequences must have prior approval

Recommended: MATH 413, 414, 415; MATH 445, 446; MATH 455, 456, 457; appropriate upper-division physics, chemistry, and geology courses

Option Seven: Precalculus Teaching. Required: 31 upper-division mathematics credits including MATH 341, 342; MATH 346; MATH 391, 392, 393; MATH 394, 395, 396; MATH 315 or 461

Also required: a programming course from the Department of Computer and Information Science

Recommended: MATH 398; MATH 455, 456, 457

Option Eight: Social Science or Business. Required: MATH 256; MATH 281, 282; 22 upper-division mathematics credits including MATH 315; MATH 341, 342; MATH 455; MATH 461, 462, 463

Recommended: MATH 351, 352; MATH 420, 421; MATH 456; MATH 457

Because this option covers such diverse areas, it is essential for students to obtain explicit guidance from a mathematics adviser and an adviser in one of the social science departments or in the College of Business Administration

Option Nine: Actuarial Science. Required: MATH 256; MATH 281, 282; 22 upper-division mathematics credits including MATH 315; MATH 341, 342; MATH 455; MATH 461, 462, 463

Recommended: MATH 351, 421, 454, 456, 457 or 463 or 466; courses in computer and information science and accounting

Minor Requirements
The minor program is intended for any student, regardless of major, with a strong interest in mathematics. While students in such closely
allied fields as computer and information science or physics often complete double majors, students with more distantly related majors such as psychology or history may find the minor useful.

To earn a minor in mathematics, a student must complete at least 30 credits in mathematics at the 200 level or higher, with at least 15 upper-division mathematics credits; MATH 425, 426, 427 and MATH 440 cannot be used. A minimum of 15 credits must be taken at the University of Oregon.

Only one D grade (D+ or D or D−) may be counted toward fulfilling the upper-division requirement. All upper-division courses must be taken for letter grades. The flexibility of the mathematics minor program allows each student, in consultation with a mathematics advisor, to tailor the program to his or her needs.

Secondary School Teaching

The Department of Mathematics offers work for preparation to teach mathematics in Oregon public secondary schools. Students must complete a bachelor's degree and all work for the mathematics endorsement.

For specific information about departmental requirements for the mathematics endorsement, students should contact Stuart Thomas, the department advisor for teacher education, and the staff in the College of Education’s Office of Student Support Services, 117 Education Building.

Honors and Awards

Students preparing to graduate with honors in mathematics should notify the chair of the undergraduate affairs committee not later than the first term of their senior year. They must complete two of the following four sets of courses with at least a mid-B average (3.00 grade point average): MATH 413, 414; MATH 431, 432; MATH 441, 445, or MATH 445, 446; MATH 461, 462 or MATH 464, 465. They must also write a thesis covering advanced topics assigned by their advisors. The honors degree is awarded to students whose work is judged truly exceptional.

The William Lowell Putnam examination, a competitive, nationally administered mathematics examination, is given early each December. It contains twelve very challenging problems, and prizes are awarded to the top finishers in the nation. Interested students should consult the chair of the undergraduate affairs committee at the beginning of fall term.

GRADUATE STUDIES

The university offers graduate study in mathematics leading to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees.

Master's degree programs are available to suit the needs of students with various objectives. There are programs for students who intend to continue toward the doctorate and for those who plan to conclude their formal study of pure or applied mathematics at the master's level. A teachers' master's degree program gives intensive preparation to students planning careers in secondary school or community college teaching.

Admission depends on the student's previous academic record—both overall academic quality and adequate mathematical background for the applicant's proposed degree program. Application forms for admission to the Graduate School may be obtained by writing to the head of the Department of Mathematics. Prospective applicants should take note of the general university requirements for graduate admission that appear in the Graduate School section of this bulletin.

Transcripts from all undergraduate and graduate institutions attended and copies of Graduate Record Examinations (GRE) scores in the verbal, quantitative, and mathematics tests should be submitted to the department. In addition to general Graduate School requirements, the specific graduate program courses and conditions listed below must be fulfilled. More details can be found in the Department of Mathematics Graduate Student Handbook, available in the department office. All mathematics courses applied to degree requirements, including associated reading courses, must be taken for letter grades. The final written or oral examination or both is required for master's degrees except under the pre-Ph.D. option outlined below. This examination is waived under circumstances outlined in the departmental Graduate Student Handbook.

Master's Degree Programs

Pre-Ph.D. Master's Degree Program. Of the required 45 credits, at least 18 must be in 600-level mathematics courses; at most, 15 may be in graduate-level courses other than mathematics.

Students must complete two 600-level sequences acceptable for the qualifying examinations in the Ph.D. program. In addition, they must complete either one other 600-level sequence or a combination of three terms of 600-level courses approved by the master's degree subcommittee of the graduate affairs committee.

Master's Degree Program. Of the required 45 credits, at least 9 must be in 600-level mathematics courses, excluding MATH 605; at most, 15 may be in graduate-level courses other than mathematics.

Students must take a minimum of two of the following sequences and one 600-level sequence, or two 600-level sequences and one of the following: MATH 513, 514, 515; MATH 531, 532, 533; MATH 544, 545, 546; MATH 564, 565, 566. Students should also have taken a three-term upper-division or graduate sequence in statistics, numerical analysis, computing, or other applied mathematics.

Teachers' Master's Degree Program. Of the required 45 credits, at least 9 must be in 600-level mathematics courses. Students must take at least 36 credits in mathematics courses at either the 500 or the 600 level, to include the following or their equivalents: (a) MATH 513, 514, 515; (b) MATH 544, 545, 546; (c) two courses from one of the following sequences: MATH 531, 532, 533; MATH 564, 565, 566; MATH 656, 657, 658. Students should also have taken, at some time, one-term or longer courses in introductory linear algebra, set theory and mathematical logic, and differential equations or functions of several variables.

Doctor of Philosophy

The Ph.D. is a degree of quality not to be conferred in routine fashion after completion of any specific number of courses or after attendance in Graduate School for a given number of years.

The department offers programs leading to the Ph.D. degree in the areas of algebra, analysis, applied mathematics, combinatorics, geometry, mathematical physics, numerical analysis, probability, statistics, and topology. Advanced graduate courses in these areas are typically offered in Seminar (MATH 657); see the course description for a list of current seminar topics.

Each student, upon entering the graduate degree program in mathematics, reviews previous studies and objectives with the graduate advising committee. On the basis of this consultation, conditional admission to the master's degree program or the pre-Ph.D. program is granted. A student in the pre-Ph.D. program may also be a candidate for the master's degree.

Pre-Ph.D. Program. To be admitted to the pre-Ph.D. program, an entering graduate student must have completed a course of study equivalent to the graduate preparatory bachelor's degree program described above. Other students are placed in the master's degree program and may apply for admission to the pre-Ph.D. program following a year of graduate study. Students in the pre-Ph.D. program must take the qualifying examination at the beginning of their second year during the week before classes begin fall term. The qualifying examination consists of examinations on two basic 600-level graduate courses, one each from two of the following three categories: (a) algebra; (b) analysis; (c) numerical analysis, probability, statistics, topology, or geometry.

Ph.D. Program. Admission to the Ph.D. program is based on the following criteria: satisfactory performance on the qualifying examination, completion of three courses at a level commensurate with study toward a Ph.D., and satisfactory performance in seminars or other courses taken as a part of the pre-Ph.D. or Ph.D. program. Students who are not admitted to the Ph.D. program because of unsatisfactory performance on the fall-term qualifying examination may retake the examination at the beginning of winter term.

A student in the Ph.D. program is advanced to candidacy after passing two language examinations and the comprehensive examination. To complete the requirements for the Ph.D., candidates must submit a dissertation, have it read and approved by a dissertation committee, and defend it orally in a formal public meeting.

Language Requirement. The department expects Ph.D. candidates to be able to read mathematical material in two foreign languages selected from French, German, and Russian. Other languages are acceptable in certain fields. Language requirements may be fulfilled by (a) passing a departmentally administered examination, (b) satisfactorily completing a second-year college-level language course, or
131 Graph Theory (3) Elementary treatment of graphs, networks, and trees; directed and undirected graphs; weighted and unweighted graphs. Traversal problems. Trees and sorting. Applications. Prereq: MATH 95 or satisfactory placement test score.

132 Mathematical Symmetry (3) A mathematical investigation of geometric symmetry, with applications to ornamental design. Prereq: MATH 95 or satisfactory placement test score.

133 Chaos (3) Elementary introduction to fractals, dynamical systems, and chaos. Prereq: MATH 95 or satisfactory placement test score.

134 Elementary Number Theory (3) Basic properties of whole numbers. Topics include prime numbers, congruences, Fermat's theorem, equations in integers, and famous unsolved problems. Prereq: MATH 95 or satisfactory placement test score.

171, 172, 173 (H) Topics in Modern Mathematics I,II,III (4,4,4) Selected topics chosen to illustrate broad streams of mathematical thought, interwoven with an introduction to a particular method of language and personal computing. Does not provide preparation for calculus. Prereq: MATH 95 or satisfactory placement test score.

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

211, 212, 213 Fundamentals of Elementary Mathematics I,II,III (3,3,3) Structure of the number system, logical thinking, topics in geometry, simple functions, and basic statistics and probability. Calculators, concrete materials, and problem solving are used when appropriate. Covers the mathematics needed to reach grades K-8. Prereq: MATH 211: high school algebra and geometry and satisfactory placement test score. Prereq for MATH 212: MATH 211 with grade of C- or better. Prereq for MATH 213: MATH 212 with grade of C- or better.

231, 232, 233 Elements of Discrete Mathematics I,II,III (4,4,4) Sets, mathematical logic, induction, sequences, and functions. 232: counting, theory of graphs and trees with applications, permutations and combinations. 233: discrete probability, Boolean algebra, elementary theory of groups and rings with applications. Prereq: MATH 111 or satisfactory placement test score. Students cannot receive credit for both MATH 231 and 271, MATH 232 and 272, MATH 233 and 273.

241, 242 Calculus for Business and Social Science I,II (4,4) Introduction to topics in differential and integral calculus including some aspects of the calculus of several variables. For students in the social and managerial sciences whose programs do not require additional courses in calculus. Prereq: MATH 111 or satisfactory placement test score. Students cannot receive credit for both MATH 241 and 242.

243 Introduction to Methods of Probability and Statistics (4) Discrete and continuous probability; data description and analysis; binomial and other distributions; sampling distributions. Prereq: MATH 111 or satisfactory placement test score. Students cannot receive credit for both MATH 130 and 243.

251, 252, 253 Calculus I,II,III (4,4,4) Standard sequence for students of physical, biological, and social sciences and of mathematics. 251: differential calculus and applications. 252: integral calculus. 253: introduction to improper integrals, infinite sequences and series, Taylor series, and multiple integrals. Prereq for MATH 251: MATH 112 or satisfactory placement test score. Students cannot receive credit for both MATH 241 and 251, MATH 242 and 252.

256 Introduction to Differential Equations (4) Introduction to differential equations and applications. Linear algebra is introduced as needed. Prereq: MATH 253 or instructor's consent.

271, 272, 273 Mathematical Structures I,II,III (3,3,3) Survey of structures that pervade modern mathematics; foundational material in logic, set theory, number theory, structure of real numbers, discrete probability, group theory, and topology. Prereq: MATH 251 or instructor's consent. Students may receive credit for MATH 231 and 271, MATH 232 and 272, MATH 233 and 273.

281, 282 Several-Variable Calculus I,II (3,3) Introduction to calculus of functions of several variables including partial differentiation; gradient, divergence, and curl; line and surface integrals; Green's and Stokes' theorems. Linear algebra introduced as needed. Prereq for MATH 281: MATH 256 or instructor's consent.

315 Elementary Analysis (4) Rigorous treatment of certain topics introduced in calculus including continuity, differentiation and integration, sequences and series, uniform convergence and continuity, power series. Prereq: MATH 253 or equivalent. Students cannot receive credit for both MATH 315 and 397.

341, 342 Elementary Linear Algebra (3,3) Vector and matrix algebra; n-dimensional vector spaces; systems of linear equations; linear independence and dimension; linear transformations; rank and nullity; determinants; eigenvalues; inner product spaces; theory of a single linear transformation. Prereq: MATH 253 or instructor's consent.

346 Number Theory (3) Topics include congruences, Chinese remainder theorem, Gaussian reciprocity, basic properties of prime numbers. Prereq: MATH 253 or instructor's consent.


391, 392, 393 Fundamentals of Abstract Algebra I,II,III (3,3,3) Introduction to algebraic structures including groups, rings, fields, and polynomial rings. Prereq: upper-division standing or instructor's consent.

394 Geometries from an Advanced Viewpoint I (3) Topics in Euclidean geometry in two and three dimensions including constructions. Emphasizes investigations, proofs, and challenging problems. For prospective secondary and middle school teachers. Prereq: one year of high school geometry, one year of calculus.

395, 396 Geometries from an Advanced Viewpoint II,III (3,3) Analysis of problems in Euclidean geometry using coordinates, vec-
tors, and the synthetic approach. Transformations in the plane and space and their groups. Introduction to non-Euclidean geometries. For prospective secondary teachers. Prereq: Grade of C– or better in MATH 394.

398 Problem Posing and Solving (3) Techniques for posing and solving mathematical problems. Critical analysis of student solutions. Prospective or certified teachers only. Prereq: MATH 391, 394 or instructor's consent.

399 Special Studies: [Term Subject] (1–4R)

401 Research (1–21R)

403 Thesis (1–4R)

405 Reading and Conference: [Term Subject] (1–4R)

407/507 Seminar: [Term Subject] (1–4R)

408/508 Workshop: [Term Subject] (1–21R)

410/510 Experimental Course: [Term Subject] (1–4R)

411/511, 412/512 Functions of a Complex Variable II (3,3S) Complex numbers, linear fractional transformations, Cauchy-Riemann equations, Cauchy's theorem and applications, power series, residue theorem, harmonic functions, contour integration, conformal mapping, infinite products. Prereq: MATH 282 or instructor's consent.

413/513, 414/514, 415/515 Introduction to Analysis I, II, III (4,4,4S) Differentiation and integration on the real line and in n-dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Prereq: MATH 282, 315 or instructor's consent.


422/522 Fourier Series and Orthogonal Functions (3) Convergence and summability of Fourier series, Hilbert spaces and orthogonal sets, Legendre polynomials and Bessel functions, applications to differential equations. Prereq: MATH 282.


425/525, 426/526 Statistical Methods I, II (3,3S) Statistical methods for upper-division and graduate students anticipating research in nonmathematical disciplines. Presentation of data; sampling distributions; tests of significance; confidence intervals; linear regression; analysis of variance; correlation; statistical software. Prereq: MATH 245 or 392/525. Only nonmajors may receive upper-division or graduate credit.

427/527 Multivariate Statistical Methods (3) Multiple linear regression; analysis of variance; correlation techniques; applications to problems and data from various fields; use of statistical software. Prereq: MATH 426/526. Only nonmajors may receive upper-division or graduate credit.

431/531, 432/532 Introduction to Topology (4,4S) Elementary point-set topology with an introduction to combinatorial topology and homotopy. Prereq: upper-division mathematics sequence or instructor's consent.


440/540 Matrix Algebra (3) Computational aspects of matrix algebra. Systems of linear equations; independence and dimension; linear transformations; determinants; eigenvalues; applications. Prereq: one term of calculus or instructor's consent. Only nonmajors may receive upper-division or graduate credit.

441/541 Linear Algebra (4) Theory of vector spaces over arbitrary fields; theory of a single linear transformation; minimal polynomials; Jordan and rational canonical forms; quadratic forms; quotient spaces. Prereq: MATH 342.

442/542, 443/543 Applied Algebra I, II (3,3S) Topics include modular arithmetic, elementary properties of groups, polynomial ideals, finite fields. Applications to combinatorial designs, coding theory, computational algorithms. Prereq: MATH 233 or 273.


454/554 Mathematics of Algorithms (3) Combinatorial, number theoretic and graph theoretic algorithms. Prereq: MATH 233 or 273 or instructor's consent. Only nonmajors may receive graduate credit.

455/555 Mathematical Modeling (3) Introduction to discrete and continuous models for various problems arising in the application of mathematics to other disciplines, e.g., biological and social sciences. Prereq: MATH 341. MATH 256 recommended. Only nonmajors may receive graduate credit.

456/556 Networks and Combinatorics (4) Fundamentals of modern combinatorics; graph theory; networks; trees; enumeration, generating functions, recursion, inclusion and exclusion; ordered sets and lattices, Boolean algebras. Prereq: MATH 231, 271, or 346.

457/557 Discrete Dynamical Systems (4) Linear and nonlinear first-order dynamical systems; equilibrium, cobwebs, Newton's method. Bifurcation and chaos. Introduction to higher-order systems. Applications to economics, genetics, ecology. Prereq: MATH 256 or instructor's consent.

461/561, 462/562 Introduction to Mathematical Methods of Statistics I, II (3,3S) Discrete and continuous probability models; useful distributions; applications of moment-generating functions; sample theory with applications to tests of hypotheses, point and confidence interval estimates. Prereq: MATH 253.

463/563 Mathematical Methods of Regression Analysis and Analysis of Variance (3) Multinomial distribution and chi-square tests of fit; simple and multiple linear regression; analysis of variance and covariance; methods of model selection and evaluation; use of statistical software. Prereq: MATH 462/562.


483/583 Mathematical Logic (3) Set theory. Putting natural-language statements into the language of logic, propositional calculus, interpretations and models, compactness, first-order predicate calculus. Prereq: MATH 233 or 253 or 273 or equivalent. Only nonmajors may receive graduate credit.

503 Thesis (1–12R) P/N only

601 Research (1–9R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–5R)


608 Workshop: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R)

616, 617, 618 Real Analysis (4,5,4,5,4,5S) Measure and integration theory, differentiation, and functional analysis with point-set topology as needed.

619 Complex Analysis (4–5) The theory of Cauchy, power series, contour integration, entire functions, and related topics.

634, 635, 636 Algebraic Topology (4–5, 4–5, 4–5S) Development of homotopy, homology, and cohomology with point-set topology as needed.


656, 657, 658 Numerical Analysis (4–5, 4–5, 4–5S) Analysis of numerical methods for solving a variety of mathematical problems including the solution of linear and nonlinear equations, the computation of eigenvalues and eigenvectors, interpolation, integration, and


667, 668, 669 Theory of Estimation and Testing Hypotheses (4–5, 4–5, 4–5) Point estimation of parameters including exact (small-sample) theory and asymptotic (large-sample) theory. Uniformly most powerful tests, unbiased tests, theory of invariance as applied to testing hypotheses, univariate and multivariate linear-hypotheses tests.


681, 682, 683 Advanced Topics in Algebra: [Term Subject] (4–5, 4–5, 4–5R) Topics selected from theory of finite groups, representations of finite groups, Lie groups, Lie algebras, algebraic groups, ring theory, algebraic number theory.

684, 685, 686 Advanced Topics in Analysis: [Term Subject] (4–5, 4–5, 4–5R) Topics selected from Banach algebras, operator theory, functional analysis, harmonic analysis on topological groups, theory of distributions.

687, 688, 689 Advanced Topics in Differential Equations and Mathematical Physics: [Term Subject] (4–5, 4–5, 4–5R) Topics selected from the theory of ordinary and partial differential equations; boundary-value problems; elliptic, parabolic, and hyperbolic systems; inverse problems; general relativity and Yang-Mills theory; fluids; quantum field theory.

690, 691, 692 Advanced Topics in Geometry and Topology: [Term Subject] (4–5, 4–5, 4–5R) Topics selected from classical and local differential geometry; symmetric spaces; low-dimensional topology; differential topology; global analysis; homology, cohomology; and homotopy; differential analysis and singularity theory; knot theory.

693, 694, 695 Advanced Topics in Probability and Statistics: [Term Subject] (4–5, 4–5, 4–5R) Topics selected from Markov chains, random walks, martingale theory, analysis of variance and design of experiments, nonparametric statistics, multivariate analysis, large-sample theory, sequential analysis.

696, 697, 698 Advanced Topics in Numerical Analysis: [Term Subject] (4–5, 4–5, 4–5R) Topics selected from interpolation theory, spline theory, numerical linear algebra, numerical approximations, error analysis. Applications to differential equations, Fourier analysis, and computer graphics.

MEDIEVAL STUDIES

307 Prince Lucien Campbell Hall
Telephone (503) 346-4069
James W. Earl and Mavis Howe Mate,
Program Codirectors

Participating Faculty
Barbara K. Altmann, Romance languages
Martha J. Bayless, English
Louise Bishop, English
James L. Boren, English
Mary-Lyon Dolezal, art history
James W. Earl, English
Jan S. Emerson, Germanic languages and
literatures
Andrew E. Goble, history
Micha Grudin, English
Thomas R. Hart, comparative literature
C. Anne Laskaya, English
Mavis Howe Mate, history
F. Regina Paski, Romance languages
Richard A. Sundt, art history
Augustine C. A. Thompson, religious studies

Medieval studies is an interdisciplinary undergraduate program in which various approaches to the Middle Ages are integrated by expert medievalists from several departments. The program offers an excellent general education and a solid base for graduate work in a more specialized area. As a second major or a minor, it also can serve as an area of specialization for students majoring in related departments.

Medieval studies concentrations on the period from 300–1500, combining courses in art, architecture, history, religion, philosophy, language, and literature. Study abroad is strongly encouraged. A typical course of study can include such diverse topics as the Bible, the early church, Byzantium, Islam, the Vikings, the Crusades, women in the Middle Ages, mysticism, romance, the Gothic cathedral, Chaucer, Dante, medieval China and Japan, and many others. The program offers a comprehensive introduction to the medieval world view in Europe and beyond and the origins of the modern world.

Major Requirements
A bachelor's degree with a specialization in medieval studies is offered through the Humanities Program. The degree requirements listed below must be passed with grades of mid-C or better. Variations in degree requirements can be approved by the program codirectors or the Medieval Studies Committee.

Lower-Division Requirements 12 credits
Introduction to the Humanities II (HUM 102) .......... 3
Special Topics in the Humanities: Introduction to the Middle Ages (HIST 210) .................... 3
Survey of English Literature I (ENG 204) .......... 3
History of Western Art I (ARH 205) .............. 3
Satisfaction of the university foreign language requirement for the bachelor of arts (B.A.) degree in one of the following languages: Latin, Greek, French, Spanish, Italian, German. Latin is recommended but not required

Upper-Division Requirements 35 credits
Two courses chosen from Europe in the Middle Ages (HIST 318, 319, 320) .............................. 6
Two courses chosen from Early Medieval Literature (ENG 423), The Gawain Poet (ENG 424), Medieval Romance (ENG 425), Trouil and Criseyde (ENG 426), Chaucer (ENG 427), Boccaccio and His Influence (ITAL 441), Revival of Greek in Renaissance Florence (ITAL 442), Dante and His Times (ITAL 444, 445) ........................................... 6–8
One course chosen from Romanesque Architecture (ARH 437), Gothic Architecture I,II (ARH 438, 439) ............................................. 3
One course chosen from Early Christian Art (ARH 430), Byzantine Art (ARH 431), Medieval Sculpture I,II (ARH 432, 433), Medieval Painting I,II (ARH 434, 435) ......................... 3
Seminars: Medieval Studies (HUM 407) ...... 5
Elective credits in literature, history, art history, philosophy, or religious studies. An approved list of courses is available in the Humanities Program office, 307 Prince Lucien Campbell Hall .......... 10–12

Minor Requirements
This minor may be substituted for one arts and letters cluster.

Course Requirements 30 credits
History of Western Art II (ARH 205) ............. 3
Chaucer (ENG 427) ........................................... 3
Two courses chosen from Europe in the Middle Ages (HIST 318, 319, 320) .............................. 6
Dante and His Times (ITAL 444) .............. 4
One art history elective selected from the list below 3
Seminars: Medieval Studies (HUM 407) ...... 5
Additional electives chosen from the list below 6

Electives
History majors must take four courses from the following list of electives, and other majors must take three, excluding courses that count for the major.

Art History. Early Christian Art (ARH 430), Byzantine Art (ARH 431), Medieval Sculpture I,II (ARH 432, 433), Medieval Painting I,II (ARH 434, 435), Romanesque Architecture (ARH 437), Gothic Architecture I,II (ARH 438, 439)

English. The Bible and Literature (ENG 421), Early Medieval Literature (ENG 423), The Gawain Poet (ENG 424), Medieval Romance (ENG 425), Trouil and Criseyde (ENG 426)

History. The Age of Discoveries (HIST 327), Social and Economic History of Medieval Europe, 1050–1500 (HIST 418)

Humanities. Special Topics in the Humanities: Introduction to the Middle Ages (HIST 318, 319, 320) .............................. 6–8
Two years of Latin are also recommended.

Students should plan their programs as early as possible with the aid of a medieval studies faculty adviser. With the adviser's consent, a course numbered 407, 408, or 410 may be substituted for one of the elective courses. Grades of mid-C or better must be earned in all courses applied toward the minor; at least five of the courses must be taken at the University of Oregon. More information is available from the program codirectors or in the Humanities Program office, 307 Prince Lucien Campbell Hall.
NEUROSCIENCE

222 Huestis Hall
Telephone (503) 346-4556
Monte Westerfield, Institute Director

Participating Faculty
Judith S. Eisen, biology
Barbara Gordon-Lickey, psychology
Marvin Gordon-Lickey, psychology
Steven Keele, psychology
Daniel P. Kimble, psychology
Charles B. Kimmel, biology
Gary A. Klug, exercise and movement science
Richard Marocco, psychology
Peter M. O'Day, biology
Michael I. Posner, psychology
William Roberts, biology
Kent A. Stevens, computer and information science
Terry Takaoka, biology
Nathan J. Tuhlibz, biology
Jania H. Weeks, biology
Monte Westerfield, biology
James A. Weston, biology
Marjorie Woolacott, exercise and movement science

GRADUATE STUDY IN NEUROSCIENCE

Neuroscience is an interdisciplinary study concerned with neural function, development, and behavior. At the University of Oregon the graduate training program in neuroscience is centered in the Institute of Neuroscience, housed in modern quarters in the science complex. Participating faculty members come from four departments: biology, computer and information science, exercise and movement science, and psychology.

Curriculum

In order to obtain essential background in neuroscience, most first-year graduate students choose to take a sequence of core courses that are taught cooperatively by the faculty. The core consists of a comprehensive series of lectures and laboratories in neuroanatomy and cellular neurophysiology. Most students also take lecture courses in neurochemistry, neuroethology, or developmental neurobiology. Elective courses are available in a large variety of subjects (see Neuroscience Courses below).

Faculty-Student Seminars. Faculty members and graduate students participate in weekly informal seminars that feature lively discussion of research papers in specific areas of neuroscience. Faculty members and students also participate in the Neuroscience Seminar, a weekly series featuring visiting scientists. The purpose of the Neuroscience Seminar is to keep both the faculty and students abreast of current developments within the broad field of neuroscience.

Research. Students are encouraged to begin participating in laboratory research at the very beginning of their graduate training. A laboratory rotation program is directed toward this objective. In the rotation program new students take part in the activities of a different laboratory group during each of the three terms of the first year. Participation may include a research project, ongoing experiments, or other activities. This program allows students to learn firsthand about different approaches to the study of neuroscience before choosing an area of concentration.

Doctoral Study

Students wanting to enter the neuroscience program should apply to the Ph.D. program of a participating department and indicate their interest in neuroscience. Such applications are reviewed by the neuroscience faculty as well as the departmental admission committee. Specific questions about prerequisites and deadlines may be obtained by writing directly to one of the participating departments, University of Oregon, Eugene OR 97403. Additional information about the Institute of Neuroscience may be obtained by writing to the Graduate Secretary, Institute of Neuroscience, University of Oregon, Eugene OR 97403. See also the Research Institutes section of this bulletin.

NEUROSCIENCE COURSES

Biology. Neurobiology (BI 360), Systems Neuroscience (BI 461/561), Systems Neuroscience Laboratory (BI 462/562), Cellular Neuroscience (BI 463/563), Cellular Neuroscience Laboratory (BI 464/564), Developmental Neurobiology (BI 465/565), Hormones and the Nervous System (BI 467/567), Neuroethology (BI 468/568), Neurochemistry (BI 469/569)


Computer and Information Science. Artificial Intelligence (CIS 671), Visual Information Processing (CIS 674)

Exercise and Movement Science. Physical Growth and Motor Development (EMS 331), Motor Control (EMS 332), Neurological Mechanisms underlying Human Movement (EMS 634), Theory of Motor Control and Learning (EMS 635), Motor Skill Learning (EMS 636), Advanced Motor Skill Learning (EMS 637), Motor Development (EMS 638)

Psychology. Learning and Memory (PSY 433/533), Cognition (PSY 435/535), Human Performance (PSY 436/536), Perception (PSY 438/538), Brain Mechanisms of Behavior (PSY 445/545), Human Neuropsychology (PSY 449/549), Hormones and Behavior (PSY 450/550)

PACIFIC ISLANDS STUDIES

110 Gerlinger Hall
Telephone (503) 346-5087, -5119, or -1522
William S. Ayres, Chair

Program Committee
William S. Ayres, anthropology
Jane Woolom Bornwell, library
Aletta Biersack, anthropology
Shirley Ann Coale, special education and rehabilitation
Steven P. Courtney, biology
Julie A. Fischer, planning, public policy and management
Gerald W. Fry, international studies
Cheryl Kern-Simirenko, library
Maradel K. Gale, planning, public policy and management
Gordon G. Gole, geological sciences
Richard G. Hildreth, law
Stephen M. Johnson, political science
Larry L. Neal, leisure studies and services
Kathleen Poole, international education and exchanges
Deanna M. Robinson, journalism
Richard A. Sundt, art history
Hilda Yee Young, academic advising and student services
Richard W. Zeller, special education and rehabilitation

The Pacific Islands studies program, in the Center for Asian and Pacific Studies, offers individualized programs of study and research emphasizing Pacific Island cultures. The University of Oregon has a long-standing educational and scholarly interest in the Pacific Islands involving active researchers and teachers in many fields. The committee began as a formal body in 1987 and has worked since to coordinate instruction, research, and exchange programs at the university that are related to the Pacific Islands. Interdisciplinary perspectives essential for understanding natural and cultural environments, cultural history and change, and educational and modern socioeconomic issues in the Pacific are stressed.

Courses on Pacific subjects cover a wide range of topics. Students can enroll in undergraduate courses and advanced degree programs in various departments and through the Asian Studies Program. Pacific Islands studies participates in the Asian studies B.A. and M.A. degree programs by providing courses that may be used to satisfy degree requirements, e.g., in developing a secondary cultural or geographical area with Southeast Asia. Undergraduate- and graduate-level courses are available in anthropology and archaeology, art history, biology, geological sciences, international studies, and political science.

The Pacific Islands Archaeological Project, directed by William S. Ayres and Rufino Mauricio, offers students opportunities to participate in archaeological and anthropological study in the Pacific. The Micronesia Program, directed by Maradel K. Gale, enables students to visit Micronesia and to carry out consulting and research projects in a variety of areas.
PEACE STUDIES

817 Prince Lucien Campbell Hall
Telephone (503) 346-2545
David A. Frank and Cheyney C. Ryan,
Committee Cochairs

STEERING COMMITTEE
William Cadbury, English
Irene Diamond, political science
Sarah A. Douglas, computer and information sciences
David A. Frank, honors college
Galen Martin, international studies
Gregory McMachlan, sociology
Cheyney C. Ryan, philosophy
Diana B. Sheridan, Center for the Study of Women in Society

The peace studies program offers students the opportunity to study, systematically, the problem of peace—what it means and how it is achieved. Interdisciplinary in its orientation, peace studies encourages students to approach the problem of peace from a variety of viewpoints. The focus of the program is threefold: it addresses the conditions that give rise to violence, and how to prevent them; the conditions that constitute alternatives to violence, and how to promote them; and the strategies for achieving peace in its various forms.

The peace studies minor is available to all university undergraduate students. There are no requirements for admission to the program. Graduate students who want to concentrate on peace studies should contact a member of the steering committee. Most 400-level courses, including courses numbered 407 and 410, are offered for graduate credit under 500-level numbers.

Minor Requirements
The interdisciplinary minor in peace studies requires a minimum of 27 credits, 15 of which must be upper division. A grade of C or better must be earned in each of the required courses taken to fulfill requirements for the peace studies minor. Course requirements consist of three 3-credit core courses and two 3-credit courses selected from each of the three groups listed below.

Core
Choose three courses for a total of 9 credits:
Introduction to World Value Systems (INTL 250) or World Values Systems (INTL 430)
Social and Political Philosophy (PHIL 307)
Seminar: Conflict and Negotiation (RHCM 407)
Seminar: Current Issues in Peacemaking (INTL 407)
Irenology: The Study of Peace (PS 421)

Group I: Conditions that Give Rise to Violence
Choose two courses for a total of 6 credits:
History. War and the Modern World (HIST 211), American Foreign Relations since 1933 (HIST 353, 354)
International Studies. Rich Nations and Poor Nations: Conflict and Cooperation (INTL 252)
Political Science. Crisis in Central America (PS 235), National Security Policy (PS 496)

Psychology. Attitudes and Social Behavior (PSY 456)
Sociology. Race, Class, and Ethnic Groups (SOC 222), Sociology of Race Relations (SOC 445), Comparative Class Systems (SOC 452), Systems of War and Peace (SOC 464)

Group II: Values and Arrangements Necessary to Transcend Violence

Geography. Political Geography (GEOG 440)

International Studies. Introduction to World Value Systems (INTL 250), Population and Global Resources (INTL 251)

Philosophy. Law and Society (PHIL 446)

Planning, Public Policy, and Management. Introduction to Public Service Management (PPPM 322), Introduction to Environmental Studies (PPPM 331), Communities and Regional Development (PPPM 445), Environmental Health Planning (PPPM 459), Political Participation (PPPM 461)

Political Science. Political Ideologies (PS 225), Feminist Theory (PS 483), Environmental Politics (PS 497)

Sociology. Sociology of Developing Areas (SOC 450)

Women's Studies. History and Development of Feminist Theory (WST 412)

Group III: Strategies for Achieving Peace

Anthropology. Women and Culture I: Politics, Production, and Power (ANTH 314)

History. American Radicalism (HIST 350, 351)

International Studies. International Community Development (INTL 420), Women and Development in the Third World (INTL 421), Cross-Cultural Communication and Comparative Bureaucracy (INTL 431)

Planning, Public Policy, and Management. Seminar: Environmental Planning (PPPM 447), Socioeconomic Development Planning (PPPM 446)

Political Science. Seminars: Sustainable Development, Women and Peace Politics (PS 427), International Protection of Human Rights (PS 419), International Organization (PS 420), International Law (PS 422), Community Politics (PS 490)

Sociology. Social Issues and Social Movements (SOC 215)

Speech. Seminar: Conflict and Negotiation (RHCM 407)

Internships are offered through some of the departments listed above.

Students may take a maximum of 9 credits of courses in any one department. With an adviser's consent, students may substitute a course numbered 199, 407, 408, or 410 for one group course for the peace studies minor.

For more information about peace studies, write or call the Department of Philosophy, 338 Prince Lucien Campbell Hall; telephone (503) 346-5547; or the International Studies Program office, 337 Prince Lucien Campbell Hall, University of Oregon, Eugene OR 97403; telephone (503) 346-5051.
PHILOSOPHY

338 Prince Lucien Campbell Hall
Phone (503) 346-5547
Arnulf Zweig, Acting Department Head

FACULTY

Emeriti

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

UNDERGRADUATE STUDIES
The study of philosophy offers students an opportunity to evaluate critically human experiences and institutions. Philosophical texts of the past and present can help students formulate and revise their own beliefs. Most of the department's courses use primary sources, and the ability to write precisely, analytically, coherent essays is essential in most philosophy courses.

The department offers the bachelor of arts (B.A.) and the bachelor of science (B.S.) degrees. University degree requirements are given in the Registration and Academic Policies section of this bulletin, in the schedule of classes, and in The Green Book: Your Guide to Graduation Requirements, which is available from the Office of Academic Advising and Student Services.

Students declaring a philosophy major after the end of summer session 1990 must satisfy the university's bachelor of arts degree requirements in order to graduate with a bachelor's degree in philosophy. These requirements include competence in a foreign language. Philosophy majors may still choose to earn a bachelor of science in philosophy, but in that case they must fulfill requirements for both the B.A. and the B.S. degrees.

Major Requirements
The minimum major requirement is 45 credits of course work in philosophy with grades of C- or P (pass) or better, including 36 credits in upper-division courses. No more than 9 credits may be taken pass/no pass. The 45-credit requirement must include either three terms of History of Philosophy: Ancient to Renaissance (PHIL 301, 302, 303) or three terms of History of Modern Philosophy (PHIL 304, 305, 306), one term of History of Logic (PHIL 455) or Symbolic Logic (PHIL 461), and 6 credits in courses on the works of specific authors, e.g., PHIL 421, 432, 433, 453, or 463. The two history of philosophy sequences are prerequisites for these philosophers courses, which are open only to juniors and seniors. Peer advising is available.

Minor Requirements
The minimum requirement for a philosophy minor is 24 credits in philosophy with grades of C- or P (pass) or better, including 15 upper-division credits. No more than 6 credits of the required 24 may be taken pass/no pass. The 15 credits must include either three terms from History of Philosophy: Ancient to Renaissance (PHIL 301, 302, 303) or History of Modern Philosophy (PHIL 304, 305, 306) and 3 credits on the work of a specific philosopher.

Hons
Any philosophy major may, by fulfilling the requirements described below, graduate with honors.

Grade Point Average. To enter the honors program, the student must have a grade point average (GPA) of at least 3.00 in philosophy courses at the end of the junior year; to complete the program the student must have a GPA of at least 3.50 in philosophy courses at the end of the senior year.

Courses. Besides the courses required of all philosophy majors, a candidate for honors must take 15 of the 45 credits in philosophy at the 400 level.

Senior Thesis. The candidate must write an honors thesis under the guidance of a member of the philosophy faculty chosen as thesis adviser. The thesis must be a substantial piece of work, and it may be a revised and expanded version of a term paper. The thesis requires approval by the thesis adviser only.

Upon fulfilling these requirements, the candidate is then approved to receive a bachelor's degree with honors.

GRADUATE STUDIES
The department offers a graduate program leading to the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees. The program is designed for students preparing for a teaching career in philosophy or preparing to do interdisciplinary work in a related subject area.

The department's graduate program offers the possibility of concentration in various areas of philosophy, e.g., ethics, philosophy of mind, metaphysics, aesthetics, social and political philosophy, philosophy of language, history of philosophy, philosophy of science, and philosophy of religion. Each student designs a program in consultation with the graduate adviser. Applicants for admission to graduate studies are asked to write a brief letter explaining their philosophical background and their specific philosophical interests. This helps the department's admissions committee decide whether this is the most appropriate philosophy department for the applicant's goals. They should also submit a writing sample, a college transcript, and a notification of their scores on the Graduate Record Examination (GRE).

International students must provide proof of competence in English. A score of 600 on the Test of English as a Foreign Language (TOEFL) is required of international students unless the native language is English.

In addition to general university regulations governing graduate admission (see the Graduate School section of this bulletin), the Department of Philosophy also requires applicants to submit three confidential report forms completed by teachers (preferably philosophy teachers) familiar with the applicant's academic background. Applicants should write to the department explaining their interest in graduate studies at the university and requesting a Graduate Admission Application. The first copy and one complete set of transcripts, together with the $40 application fee, should be sent to the Office of Admissions, 240 Oregon Hall. The other four copies of the application, along with another set of transcripts, should be forwarded to the Department of Philosophy.

Confidential report forms should be sent directly to the department by the faculty members recommending the applicant. Graduate teaching fellowships (GTFs) are the only form of financial aid available in the philosophy department; the application deadline is January 15 for the following academic year. An application form is provided upon request. Two or more years are generally required to complete the master's degree and four years for the doctorate. Competence in a foreign language is required for the M.A. and the Ph.D. A list of requirements for the M.A. and Ph.D. degrees is available from the department office.

PHILOSOPHY COURSES (PHIL)
101 Philosophical Problems (3) Introduction to philosophy based on classical and modern texts from Plato through Russell. Simple topics include free will, the mind-body problem, the existence of an external world.
102 Ethics (3) Philosophical study of morality, e.g., ethical relativism; justification of moral judgments; concepts of duty, right, and wrong.
103 Critical Reasoning (3) Introduction to the study of reasoning. How to recognize, analyze, criticize, and construct the main types of argument and proof.
199 Special Studies: [Term Subject] (1-3R)
200 Innovative Education: [Term Subject] (1-3R)
211 Existentialism (3) Basic ideas of the Christian and atheistic divisions of the existentialist movement; some attention to the philosophical situation that generated the existentialist rebellion.
212 Eastern Philosophy (3) Non-Western and comparative East-West approaches to some philosophical problems.
215 Philosophy and Feminism (3) Feminism's contribution to the philosophical analysis of problems of justice, equality, and identity.
221 Formal Logic (3) The propositional and lower predicate calculus. Translation into symbolic notation, derivations, and truth-table tests. Quantifiers, consistency, and completeness.

301, 302, 303 History of Philosophy: Ancient to Renaissance (3,3,3S) Survey of the history of philosophy from the pre-Socratic through the medieval period, with particular attention to Plato and Aristotle.

304, 305, 306 History of Modern Philosophy (3,3,3S) Survey of the history of Western philosophy from Descartes through the 20th century.

307, 308 Social and Political Philosophy (3,3) Major social and political theorists from Plato through Marx. Inquiry into such ideas as justice, natural law, natural rights, and the social contract.

314, 415 History and Philosophy of Science (3,3S) Survey of the development of scientific theory; relationships between scientific investigation, religious and cultural beliefs, philosophical foundations, and the role of experimenting and observation.

320 Philosophy of Religion (3) Philosophical analysis and justification of religious claims and concepts, e.g., God, the soul, immortality. Prereq: one philosophy course.

321 Theory of Knowledge (3) The source, certainty, and limits of human knowledge; the ground and nature of belief. Rationalism, empiricism, and skepticism; theories of perception; the problem of abstraction; the nature of truth. Prereq: one philosophy course.

322 Philosophy of the Arts (3) Study of aesthetic fact and value and of the relation of aesthetic interest to other human interests such as the moral, the intellectual, and the religious. Prereq: one philosophy course.

323 Moral Theory (3) Study of the most important traditional ethical theories; modern philosophical analysis of moral terms and statements. Prereq: one philosophy course.

331 Philosophy in Literature (3) Selective study of major philosophical ideas and attitudes expressed in the literature of Europe and America. Prereq: one philosophy course.

339 Introduction to Philosophy of Science (3) Analysis of basic concepts of science such as "explanation," "information," "chance," and "causation." The nature of mathematics and its relation to science. Prereq: one philosophy course.

350 Metaphysics (3) Traditional issues in metaphysics selected from among such topics as substance, existence, time, causation, God, the nature of individuals, and the meaningfulness of metaphysics. Prereq: one philosophy course or instructor's consent.


399 Special Studies: [Term Subject] (1-4R)

400 Innovative Education: [Term Subject] (1-3R)

401 Research (1-21R)

403 Thesis (1-21R)

405 Reading and Conference: [Term Subject] (1-21R)


410/510 Experimental Course: [Term Subject] (1-5R)

415/515 Continental Philosophy (3) The theory and writings of Heidegger, Fussert, Derrida, Foucault, and others. Prereq: junior, senior, or graduate standing.

420/520 American Philosophy (3) Theory and writings of James, Pierce, Dewey, Quine, Rorty, and others. Prereq: junior, senior, or graduate standing.

421/521 Ancient Authors: [Term Subject] (3R) Concentrates on the work of a single author, typically Plato or Aristotle. Prereq for 421: PHIL 301, 302, or instructor's consent. R when philosopher changes.

425/525 Philosophy of Language (3) Philosophic theories of language and meaning; ideals and methods of clarification; definition analysis; philosophy as study of language. Selected readings. Prereq: junior, senior, or graduate standing.

432/532 Medieval and Renaissance Philosophers: [Term Subject] (3R) Concentrates on the work of a single philosopher, typically Augustine or Bacon. Prereq for 432: PHIL 303 or instructor's consent. R when philosopher changes.

435/535 17th- and 18th-Century Philosophers: [Term Subject] (3R) Concentrates on the work of a single philosopher, typically Descartes, Locke, Hume, Leibniz, Berkeley, or Kant. Prereq for 435: PHIL 304, 305, or instructor's consent. R when philosopher changes.

439/539 Topics in the Philosophy of Religion (3) Study of issues such as the nature of faith, proofs for the existence of God, the nature of divine attributes, the problem of evil, and religious ethics. Prereq: junior, senior, or graduate standing.

441/541 Topics in the Philosophy of the Arts (3) Systematic study of the meaning and value of aesthetic experience in everyday life and in the arts: painting, music, literature. Prereq: junior, senior, or graduate standing.

446/546 Law and Society (3) Major philosophical and political issues raised by the institution of law. Topics include the justification of the legal order, the nature of legal reasoning, and the legitimacy of punishment. Prereq: junior, senior, or graduate standing.

453/553 19th-Century Philosophers: [Term Subject] (3R) Concentrates on the work of a single philosopher, typically Hegel, Nietzsche, Marx, or Kierkegaard. Prereq for 453: PHIL 306 or instructor's consent. R when philosopher changes.

455/555 History of Logic (3) Writers in the philosophy of logic, e.g., Plato, Aristotle, the Stoics, Ockham, Frege, and Strawson. Prereq: junior, senior, or graduate standing.

458/558 Philosophy of Mind (3) Analysis of some basic concepts of psychology such as "mind" and "behavior"; discussion of the mind-body problem and of methodological issues in psychology. Prereq: junior, senior, or graduate standing.

461/561 Symbolic Logic (3) The critical results of mathematical logic, e.g., the completeness and undecidability of the predicate calculus, the essential incompleteness of elementary number theory, set and recursive function theory. Prereq for 461: PHIL 103 or equivalent.

463/563 20th-Century Philosophers: [Term Subject] (3R) Concentrates on the work of a single philosopher, typically Wittgenstein, Moore, Quine, Murdoch, or Foucault. Prereq: junior or senior standing or instructor's consent. R when philosopher changes.

468/568 Problems in Philosophy of Science (3) Concepts important to the development of natural science including natural law, explanation, scientific method, reduction, and causation. Readings from classical and modern sources. Prereq: junior, senior, or graduate standing.

470/570 Political Philosophy (3) Inquiry into the possibility of a science of society. Holism and methodological individualism; behaviorism; value neutrality. Selected special topics such as ideology, relativity of concepts, and ethnolinguistics. Prereq: junior, senior, or graduate standing.

490/590 Physics and Philosophy (3) Philosophical problems in the interpretation of concepts in the theories of space and time, quantum theory, and cosmology. Prereq: one year of physics or mathematics; junior, senior, or graduate standing.

503 Thesis (1-16R) P/N only

601 Research (1-16R) P/N only

603 Dissertation (1-16R) P/N only

605 Reading and Conference: [Term Subject] (1-16R)

607 Seminar: [Term Subject] (1-5R)

610 Experimental Course: [Term Subject] (1-5R)

611 Issues in Epistemology (4) Examination of attempts at philosophical analysis and justifications of knowledge; perception, memory, induction, the self and other selves. Prereq: graduate standing in philosophy.

614 Issues in Ethics (4) Examination of contemporary ethical theory. Prereq: graduate standing in philosophy.

624 Issues in Philosophy of Mind (4) Current literature on perception, action, intention, motives and causes, other minds. Prereq: graduate standing in philosophy.

640 Issues in Social and Political Philosophy (4) Examination of classical and current problems in social and political philosophy. These include the nature of justice, legitimacy of the state, conditions of war and peace. Prereq: graduate standing in philosophy.

670 Issues in Metaphysics (4) Discussion of current controversies in metaphysics, e.g., essentialism, identity, future contingency. Prereq: graduate standing in philosophy.

The Department of Physics offers a variety of courses for nonmajors as well as for prehealth science students.

**Preparation.** Entering freshmen should have taken as much high school mathematics as possible, planning to start calculus in their freshman year. High school study of one of the scientific languages—French, German, or Russian—is desirable, as is study of physics and chemistry.

Because of the sequential nature of the physics curriculum, transfer students from two-year colleges should try to transfer to the university as early in their studies as possible. Those who transfer after two years should prepare themselves for upper-division course work in physics by taking one year of differential and integral calculus (the equivalent of MATH 251, 252, 253), one year of general physics with laboratory (the equivalent of either PHYS 201, 202, 203 or PHYS 211, 212, 213 and PHYS 204, 205), and one year of general chemistry with laboratory (the equivalent of CH 211, 212, 213 or CH 221, 222, 223 and CH 227, 228, 229), and, if possible, one term of differential equations and two terms of multivariable calculus (the equivalents of MATH 256 and MATH 281, 282). Transfer students should also have completed as many as possible of the university requirements for the bachelor's degree (see Bachelor's Degree Requirements under Registration and Academic Policies).

**Careers.** Students who earn an undergraduate degree may continue their studies toward a graduate degree, leading to a career in either teaching or research or both at a university, at a government laboratory, or in industry. Alternatively, students with bachelor's degrees in physics may be employed in a variety of technical jobs or as secondary school teachers. Students who have demonstrated their ability with a good record in an undergraduate physics program are generally considered very favorably for admission to medical and other professional schools.

**Major Requirements**

Because of the sequential nature of physics courses, it is imperative to start planning a major program in physics early. Interested students should consult the advising coordinator in the Department of Physics near the beginning of their studies. Requirements for the bachelor's degree are outlined below.

Complete requirements are listed under Bachelor's Degree Requirements in the Registration and Academic Policies section of this bulletin. In addition, for the B.A. degree, the language requirement must be completed. One of the scientific languages—French, German, or Russian—is recommended for students planning graduate study in physics.

Complete the following required lower-division courses or their equivalents:

- Foundations of Physics I (PHYS 251, 252, 253)
- Calculus I,II,III (MATH 251, 252, 253)
- General chemistry with laboratories (CH 211, 212, 213 or CH 221, 222, 223 and CH 227, 228, 229)
Senior Year 31 credits

Sophomore Year

Quantum Physics (PHYS 414, 415, 416) ........................ 12
CALCULUS

Dentists who have completed two years of college work elsewhere including one year of calculus, and as many as possible of the university requirements for the bachelor's degree. In addition to general graduation requirements for the bachelor's degree, transfer students should plan to take the following courses:

Sample Program

A grade point average of 2.00 or better must be earned in all required physics courses. Courses beyond the minimum requirement may be taken pass/no pass (P/N). At least 20 of the upper-division credits must be completed in residence at the University of Oregon. Exceptions to these requirements must be approved by the physics advising coordinator.

Sample Program for Transfer Students

The following sample program is designed for students preparing for graduate study in physics and to take calculus in their freshman year. Students should consult the physics advising coordinator for assistance in planning programs adapted to their individual needs. In addition to general graduation requirements, a foreign language, and electives, students should plan to take the following courses:

Freshman Year 39 credits

General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) .................... 15
Foundations of Physics I (PHYS 251, 252, 253) ... 12
Calcium I, II, III (MATH 251, 252, 253) .......................... 12
Sophomore Year 25 credits

Intermediate Physics Laboratory (PHYS 390), three terms .................................................. 3
Introduction to Differential Equations (MATH 256) ......................................................... 4
Several-Variable Calculus I, II (MATH 251, 252) .. 6
Junior Year 27 credits

Meantime, Electricity, and Magnetism (PHYS 411, 412, 413) ........................................... 12
Advanced Physics Laboratory (PHYS 490), three terms ....................................................... 3
Mathematics or physics electives or both .......... 12
Senior Year 31 credits

Quantum Physics (PHYS 414, 415, 416) ............... 12
Advanced Physics Laboratory (PHYS 490), three terms ....................................................... 3
Physics or mathematics electives or both ............. 16

Sample Program for Transfer Students

The following sample program is for transfer students who have completed two years of college work elsewhere including one year of calculus, one year of general physics with laboratories, one year of general chemistry with laboratories, and as many as possible of the university requirements for the bachelor's degree. In addition to general graduation requirements for the bachelor's degree, transfer students should plan to take the following courses:

Junior Year 25 credits

Intermediate Physics Laboratory (PHYS 390), three terms .................................................. 3
Introduction to Differential Equations (MATH 256) ......................................................... 4
Several-Variable Calculus I, II (MATH 251, 252) .. 6
Senior Year 39 credits

Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413) ........................................... 12
Quantum Physics (PHYS 414, 415, 416) ............... 12
Advanced Physics Laboratory (PHYS 490), three terms ....................................................... 3
Physics or mathematics electives or both .......... 12

Engineering

Students interested in engineering may complete preparatory course work at the University of Oregon before enrolling in a professional engineering program at Oregon State University (OSU) or elsewhere. The Department of Physics coordinates a three-plus-two program that allows a student to earn a bachelor's degree in physics or chemistry from the UO and one in engineering from OSU. For more information, see the Engineering, Preparatory section of this bulletin.

Minor Requirements

Students seeking a physics minor must complete a minimum of 24 credits in physics, of which at least 15 must be upper-division. These credits must include Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413). All course work must be completed with grades of C- or better. At least 12 of the upper-division credits must be completed in residence at the University of Oregon.

Graduate Studies

The Department of Physics offers graduate programs leading to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees with a variety of opportunities for research. Current research areas include astrophysics and astrophysics, atomic and molecular physics, biophysics, biophysics, condensed matter theory, elementary particle physics, nuclear physics, quantum optics, solid state physics, statistical mechanics, superfluid mechanics, and areas of applied physics. The interdisciplinary Institute of Theoretical Science houses theoretical research in some of the above areas as well as in areas of overlap between chemistry and physics.

The Chemical Physics and Materials Science Institutes provide facilities, support, and research guidance for graduate students and postdoctoral fellows in the interdisciplinary application of concepts and techniques from both physics and chemistry to the understanding of atomic and molecular systems and solids, respectively.

Cooperative programs of study are possible in biophysics through the Institute of Molecular Biology.

Pine Mountain Observatory

The Department of Physics operates the Pine Mountain Observatory for research and advanced instruction in astronomy. The observatory is located thirty miles southeast of Bend, Oregon, off Highway 20 near Millican, at an altitude of 6,300 feet above sea level. The observatory has three telescopes—fifteen inches, twenty-four inches, and thirty-two inches in diameter—the largest operated by computer. All are Cassegrain reflectors. The site has an astronomers’ residence building and a caretaker’s house. Professional astronomical research is in progress at the observatory on every partially or totally clear night of the year, and the site is staffed year-round.

Admission and Financial Aid

For admission to graduate study, a bachelor’s degree in physics or a related area is required. In addition, students must meet a minimum undergraduate grade point average of 3.00 (B) in advanced physics and mathematics courses. Submission of scores on the Graduate Record Examinations (GRE), including the physics test, is recommended and strongly urged for international students. Students from non-English speaking countries are required to demonstrate proficiency in English by submitting scores from the Test of English as a Foreign Language (TOEFL). Each applicant must submit to the Department of Physics one copy of a completed Graduate Admission Application, one copy of official transcripts of all prior academic work, and three letters of reference from individuals well acquainted with the applicant’s ability and recent work in physics.

Financial aid in the form of graduate teaching or research fellowships (GTFs) is available on a competitive basis to Ph.D. students. Both require approximately eighteen hours of work a week and provide a stipend and tuition waiver. Normally, new students are eligible only for teaching fellowships. The sequential nature of most physics courses makes it difficult to begin graduate study in terms other than fall. Furthermore, financial aid is usually available only to students who begin their studies in the fall.

Financial aid applicants must submit all application materials by March 1 to ensure consideration. The application deadline for fall admission without financial support is July 15.

Degree Requirements

Entering students should consult closely with their assigned advisers. Students showing a lack of preparation are advised to take the necessary undergraduate courses in order to remedy their deficiencies. Students should consult the Graduate School section of this bulletin for general university
admission and degree requirements. Departmental requirements are outlined in a handbook for incoming students, available in the department office, and are summarized below.

**Master of Science or Arts**
Course requirements for a master of science (M.S.) in physics typically include, in addition to the equivalent of the undergraduate physics degree, at least one three-term physics sequence taken at the 600 level and three 500- or 600-level mathematics courses selected from a list of approved courses, or others with the preregistration approval of the director of graduate studies. A total of 45 graduate credits must be completed, including 32 in graded physics courses. Courses other than physics or approved mathematics courses must be in related fields approved by the director of graduate studies. A maximum of 15 credits earned at another accredited graduate school may be applied, and a maximum GPA of 3.00 (B) must be maintained. Candidates must either pass a master's final examination or submit a written thesis. The master's examination, given each spring, covers undergraduate physics (mechanics, electricity and magnetism, optics, modern physics, thermodynamics). The thesis option requires a minimum of 9 credits in Thesis (PHYS 503) or 3 credits in Research (PHYS 601) and 6 credits in Thesis (PHYS 503).

In addition to all the preceding requirements, candidates for the master of arts (M.A.) degree must demonstrate foreign-language proficiency. The master's degree program can be completed in four terms.

**Doctor of Philosophy**
The physics department has few course requirements for the doctor of philosophy (Ph.D.) degree, relying primarily on demonstrated competence in the qualifying examination, comprehensive examination, and doctoral-dissertation research.

**Qualifying Examination.** The master's final examination constitutes part of the Ph.D. qualifying examination. The remainder is a written examination given each fall; it covers the graduate physics core (theoretical mechanics, statistical mechanics, quantum mechanics, electromagnetic theory, methods of mathematical physics). After rectifying any deficiencies in undergraduate background, students typically prepare for the qualifying examination by taking 600-level courses in the core areas. Students are encouraged to take the examination as early as possible. The examination may be taken several times but must normally be passed by the beginning of the fourth year of graduate study.

Within one year of passing the master's and qualifying examinations, students should secure a dissertation research advisor. Before taking the comprehensive examination, students must round out their personal knowledge of physics, pursue advanced studies in at least three specialized fields, and present a lecture in one of the research seminars or a research group meeting. Typically, the advanced studies requirement is satisfied by taking eight terms of course work chosen from a list of courses in three of the following groups:

1. Condensed matter physics
2. Nuclear and particle physics
3. Atomic, molecular, and optical physics
4. Astronomy and general relativity
5. Experimental and theoretical techniques
6. Other sciences

**Foreign-Language Requirement.** The department encourages students to have foreign-language proficiency, but it has no foreign-language requirement for the Ph.D. degree. All incoming graduate students are expected to be fluent in English. Deficiencies must be rectified before the student takes the comprehensive examination.

**Comprehensive Examination.** The comprehensive examination should be taken within three years of passing the qualifying examination. It is usually an oral examination in which a student presents an hour-long discussion of a current problem in physics and proposes an idea for a research project. The student is expected to understand and demonstrate competence in the qualifying examination, basic knowledge, and fundamental physics of the problem and to communicate this knowledge to physicists in other fields.

**Dissertation.** The dissertation is the most important Ph.D. requirement. Every degree candidate must submit a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation. The dissertation must be a real contribution to knowledge, based on the candidate's own investigations. It must show a mastery of the literature on the subject and be written in a style appropriate for publication in a professional journal. Candidates must receive approval of the dissertation within seven years of passing the qualifying examination.

**PHYSICS COURSES (PHYS)**

101, 102, 103 Essentials of Physics (3,3,3)
Fundamental physical principles for non-science majors. 101: mechanics. 102: heat, waves, and sound; electricity and magnetism. 103: modern physics.

121, 122, 123 Elementary Astronomy (3,3,3)

151 Waves, Sound, and Light (3)
Nature of vibrations and waves. Descriptions of various waves in our surroundings: mechanical, water, sound, and electromagnetic waves. Primarily for non-science majors.

152 Physics of Sound and Music (3)
Introduction to the wave nature of sound; hearing; musical instruments and scales; auditorium acoustics; and the transmission, storage, and reproduction of sound. Primarily for non-science majors.

161 Physics of Energy and Environment (3)
Physical aspects of human energy use and accompanying environmental changes. Present and future needs and sources of energy, pollution problems. Primarily for non-science majors.

162 Solar Energy (3)
Introduction to current topics in solar energy applications; solar radiation, passive solar buildings, and hot water heating. Primarily for non-science majors.

163 Electric Power Generation (3)
Introduction to methods of electric power generation. Reviews basic principles of thermodynamics. Covers coal- and oil-fired plants, nuclear power, photovoltaic, and solar thermal. Primarily for non-science majors.

196 Field Studies (1-2R)
198 Workshop: [Term Subject] (1-2R)
199 Special Studies: [Term Subject] (1-3R)
200 Innovative Education: [Term Subject] (1-3R)

201, 202, 203 General Physics (4,4,4S)

204, 205, 206 Introductory Physics Laboratory (2,2,2S)
Practical exploration of the principles studied in general-physics lecture. Measurement and analysis methods applied to experiments in mechanics, waves, sound, thermodynamics, electricity and magnetism, optics, and modern physics. Pre- or coreq: PHYS 201, 202, 203 or PHYS 211, 212, 213 or instructor's consent.

207, 208, 209 Introduction to Astronomy and Astrophysics (3,3,3S)
207: structure and evolution of stars, including the endpoints of stellar evolution—white dwarfs, neutron stars, black holes. 208: stellar systems. 209: large-scale structure of the universe, the origin and evolution of the universe and the solar system. Prereq: MATH 111, 112 or equivalents. Not offered 1992–93.

211, 212, 213 General Physics with Calculus (4,4,4S)
Introductory course for science majors and preengineering and prehealth science students. Covers roughly the same topics as PHYS 201, 202, 203 but in greater mathematical depth. Coreq: MATH 251, 252, 253 or equivalents.

251, 252, 253 Foundations of Physics I (4,4,4S)

301, 302, 303 Physicists' View of Nature (3,3,3S)
Physics concepts illustrated by the work of prominent physicists. 301: the classical view—mechanics, electrical science. 302: thermal physics and the transition to the modern view. 303: the 20th-century view—relativity, cosmology, and quantum physics. Primarily for non-science majors. Prereq: junior or senior standing.

351, 352, 353 Foundations of Physics II (4,4,4S)
The study of wave motion in diverse branches of physics, including mechanical, electrical, optical, and quantum systems. Equations of state, laws of thermodynamics, phase
changes, entropy, kinetic theory, collisions, transport, statistical physics. Prereq: major status or instructor's consent; coreq: MATH 256, 281, 282.


414, 415, 416 Quantum Physics (4,4,4S) Planck's and de Broglie's postulates, the uncertainty principle, Bohr's model of the atom, the Schrödinger equation in one dimension, the harmonic oscillator, the hydrogen atom, molecules and solids, nuclei and elementary particles. Coreq: PHYS 411, 412, 413.


422/522 Electromagnetism (4) Study of electromagnetic waves. Topics include Maxwell's equations, wave equation, plane waves, guided waves, antennas, and other related phenomena. Prereq: PHYS 412, 413.

424/524 Classical Optics (4) Wave motion, geometrical optics, polarization, interference, Fraunhofer diffraction. Prereq: PHYS 351, 352 or equivalents; MATH 281, 282.

425/525 Modern Optics (4) Fresnel diffraction, Fourier optics, propagation of optical beams, optical resonators, laser theory. Prereq: PHYS 424/524 or equivalent.

426/526 Modern Optics Laboratory (4) A series of experiments with a variety of lasers and modern electro-optical instrumentation. Prereq: PHYS 425/525.

427/527 X-ray Crystallography (4) X-ray diffraction, Bragg's law, crystal symmetry, the reciprocal lattice, structure factors and Fourier synthesis, the phase problem, small and macromolecular crystal structures. Laboratory work included. Prereq: instructor's consent.


432/532 Physics of Semiconductors (4) Digital electronics including digital logic, measurement, signal processing and control. Applications to scientific instrument and computer interfacing. Prereq: general physics or equivalent; MATH 251, 252, 253.


490/590 Advanced Physics Laboratory: [Term Subject] (1–2R) Project modules demonstrate phenomena, instrumentation, and experimental technique. Prereq: instructor's consent.


608 Workshop: [Term Subject] (1–16R) 609 Supervised Tutoring: [Term Subject] (1–3R) P/N only 610 Experimental Course: [Term Subject] (1–4R) Topics for 1992–93 include Astrophysics and Relativity; Microcomputers in Physics Instrumentation; Quantum Mechanics IV, V.

611, 612 Theoretical Mechanics (4,2) Lagrangean and Hamiltonian mechanics, small oscillations, rigid bodies.

613, 614 Statistical Physics (2,4) Thermodynamics, statistical mechanics, kinetic theory, application to gases, liquids, solids, atoms, molecules, and the structure of matter.

621, 622, 623 Electromagnetic Theory (4,4,4) Microscopic form of Maxwell's equations, derivation and solution of the wave equation, Lorentz covariant formulation, motion of charges in given fields, propagation and diffraction, radiation by given sources, coupled motion of sources and fields, the electromagnetic field in dense media.


661, 662, 663 Elementary Particle Phenomenology (4,4,4S) Classification and quantum numbers of elementary particles; elements of group theory, Lorentz group and spin; discrete and continuous symmetries; phenomenology of weak, electromagnetic, and strong interactions; quark model of hadron structure. Prereq: PHYS 631, 632, 633. Offered alternate years; not offered 1992–93.

664, 665, 666 Quantum Field Theory (4,4,4S) Quantum field theory and its application to elementary particle physics. Feynman rules for perturbation theory, renormalization, gauge theories of the strong and electro-weak interactions. Depending on interest, such topics as renormalization group, spontaneous symmetry breaking, dispersion theory, or nonrelativistic many-body physics may be covered. Prereq: PHYS 631, 632, 633. Offered 1992–93 and alternate years.


681, 682, 683 Atomic and Molecular Physics (4,4,4S) Survey of atomic and molecular physics including angular momentum and multiplet theory, atomic collisions, relativistic and quantum-electrodynamic effects, the spectroscopy and structure of simple molecules, and selected applied topics. Not offered 1992–93.


Emeriti
James C. Davies, professor emeritus (political psychology, political development and revolution, political fiction). A.B., 1939, Oberlin, Ph.D., 1952, California, Berkeley. (1963)


Charles Schlesier, professor emeritus (international relations). A.B. 1928, College of Pacific; M.A., 1931, Hawaii; Ph.D., 1936, Stanford. (1947)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

The Department of Political Science at the University of Oregon offers a variety of approaches to understanding politics and government. Students may study political science with an emphasis on the history of political thought, contemporary critical approaches, public policy, public choice, behavioral analysis, or political economy.

Careers. Political science majors follow many paths after receiving their undergraduate degrees. Roughly a quarter apply for admission to law schools throughout the country. Others go on to graduate work in political science or public administration. With the bachelor's degree, political science graduates may find jobs in federal, state, and local government agencies; nonprofit organizations; private industry; teaching; and self-employment. Recent surveys indicate that students who combine university studies with either work or internships in local governmental agencies are more likely to obtain governmental employment after receiving their degrees.

UNDERGRADUATE STUDIES
The undergraduate program in political science is designed (1) to provide a systematic understanding of the political process; (2) to provide a basic background for students preparing careers in local, state, and national government as well as in law, journalism, and the teaching of social studies; (3) to prepare students for graduate work leading to professional careers in political science.

Review of Courses Offered
Courses at the 100 and 200 levels in the department are introductory, basic to building a major in political science. Courses at the 300 level introduce the chief areas and concerns of political science. Advanced and specialized courses are at the 400 level. At the discretion of the instructor, there may be prerequisites for taking certain 400-level courses. It is recommended that students have at least 9 credits in political science before taking 400-level courses.

Major Requirements
Credits Required. Students majoring in political science are required to complete a minimum of 42 credits in undergraduate political science courses leading to a bachelor of arts (B.A.) or a bachelor of science (B.S.) degree. At least 30 credits must be upper division; 12 credits may be lower division. All 42 credits must be taken for letter grades and passed with grades of C- or better. Of the 42 credits, 9 must be taken in each of three subfields chosen from the following six subfields: classical and contemporary political theory, comparative politics, international relations, public policy, research methodology, United States government and politics. A complete list of courses in each of the subfields is available in the political science department office. Work completed in Seminar (PS 407) may be included in the 42-credit requirement and counted toward the subfield of concentration. A total of no more than 15 credits in Research (PS 401), Thesis (PS 403), Reading and Conference (PS 405), Field Studies (PS 406), Workshop (PS 408), and Practicum (PS 409) may be applied toward the 42 credits for a political science degree.

No more than 10 credits of Field Studies (PS 406) may be applied toward the 42 credits. This work must be done under the direction of a faculty member who, prior to registration, has approved and set up academic criteria to evaluate the work. The student must be registered at the university to earn credit.

GPA Requirement. Students must maintain at least a 2.50 grade point average (GPA) in UO political science courses. Those who fall below 2.50 have two terms to bring their political science GPA up to 2.50. Students who do not raise their political science GPA to 2.50 within two terms are not permitted to graduate with a major in political science.

Graduating with Honors. In order to graduate with honors in political science, a student who has obtained a 3.50 grade point average (GPA) by the end of the junior year must sign up for 3 credits of Thesis (PS 403) under supervision of a faculty member. The thesis must be completed at least one term before the term of graduation. An honors committee reviews the student's performance on the thesis and on courses taken during the senior year before making a final decision about granting the honors distinction.

Freshmen and Transfer Students. There are no departmental requirements for entering freshmen. Students planning to transfer to the university from two-year colleges should take the basic introductory political science courses offered at those institutions. At least 18 credits in upper-division graded political science courses must be completed in residence at the University of Oregon to qualify for a B.A. or B.S. degree in political science. Transfer students must meet the subfield distribution requirement.

Personal Course Programs
The Department of Political Science recognizes that different career goals may merit different course programs. The department places responsibility on each student to plan carefully a program that is most useful to his or her career goals. A career goal may well involve incorporating relevant courses from other university departments into a program in political science. Because the courses students choose to affect their career opportunities, it is extremely important that decisions about a curricular program be carefully considered.
Before beginning their studies, all students should, with the help of faculty advisers, plan course programs. The following sample two-year program is a guide for students undertaking a general program in political science. It is essential that each student consult a faculty adviser, preferably before registering, so that this general program can be tailored to specific interests and career objectives.

Sample Program
A sample program for the first two years of study is shown below to provide an idea of a typical course load. Mathematics is required for the B.S. degree, foreign language for the B.A. degree.

**Freshman Year**

**Fall Term**

- United States Politics (PS 201) .......................... 3
- Science elective .............................................. 3
- Arts and letters elective .................................... 3
- College Composition I (WR 121) .......................... 3
- College Algebra (MATH 111) or foreign language ... 4

**Winter Term**

- International Relations (PS 205) .......................... 3
- Introduction to Sociology (SOC 204) ..................... 3
- Science elective .............................................. 3
- Arts and letters elective .................................... 3
- Calculus for Business and Social Science I (MATH 241) or foreign language ... 4

**Spring Term**

- Introduction to Contemporary Political Theory (PS 207) or equivalent ............ 3
- Social science elective ...................................... 3
- Science elective .............................................. 3
- Elective ..................................................... 3
- Calculus for Business and Social Science II (MATH 242) or foreign language ... 4

**Sophomore Year**

**Fall Term**

- Political Ideologies (PS 225) or equivalent ............ 3
- Appropriate 200-level course ................................ 3
- Arts and letters elective .................................... 3
- College Composition II or III (WR 122 or 123) ...... 3
- Elective ..................................................... 3
- Introduction to Economic Analysis: Microeconomics (EC 201) ... 3

**Winter Term**

- Introduction to the Tradition of Political Theory (PS 208) or equivalent ........ 3
- Appropriate 200-level course ................................ 3
- Arts and letters elective .................................... 3
- Science elective .............................................. 3
- Elective ..................................................... 3

**Spring Term**

- State and Local Government (PS 203) or equivalent .... 3
- Political science 300-level elective or comparable lower-division course .......... 3
- Arts and letters elective .................................... 3
- Science elective .............................................. 3
- Elective ..................................................... 3

**Second Bachelor’s Degree.** For the student wanting to obtain a second bachelor’s degree in political science, 42 credits in political science, as outlined above under Credits Required, must be earned.

**Special Opportunities**

Students majoring in political science may take advantage of several special educational opportunities. They may use the twenty-four microcomputers and associated equipment in the department’s social science laboratory. Students may learn to use computers to analyze a variety of data sets on American politics that the university receives from the Inter-University Consortium for Political and Social Research at the University of Michigan.

**Minor Requirements**

The minor in political science requires 24 credits including 15 upper-division graded credits. All 24 credits must be taken for letter grades and passed with grades of C- or better. Only 6 of these credits may be in Research (PS 401), Thesis (PS 403), Reading and Conference (PS 405), Field Studies (PS 406), Workshop (PS 408), or Practicum (PS 409). Up to 9 credits may be transferred from another institution. Students must submit a minor declaration form to the department office. At that time they must also provide an academic transcript and an Advanced Standing Report if transfer credit is used to complete the minor.

**GRADUATE STUDIES**

The Department of Political Science offers a graduate program of studies leading to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees. The program is designed to prepare students for teaching, research, and governmental or other public service and enables them to understand and participate in public affairs.

Regular members of the department and occasional visiting faculty members offer advanced courses and seminars in most fields of political science. Joint faculty-student studies, interdepartmental research projects, and individual research are being conducted in such diverse areas as controlling arms races, environmental politics, failure of public programs, international political economy, laboratory study of rational choice, north-north and north-south issues in economic and political development, political parties, the structure of politics in Eastern Europe, and the theory of democratic institutions.

**Admission**

Admission requirements for the master’s and doctoral degree programs include the following:

1. Official transcript of previous academic work with a grade point average (GPA) of 3.00 or higher for undergraduate and graduate studies

2. Recommendations from at least three teachers from whom courses have been taken

3. Scores on the Graduate Record Examinations (GRE): combined verbal and quantitative scores of 1000 are required. Students with degrees from overseas institutions where English is not spoken must also attain a score of 550 on the Test of English as a Foreign Language (TOEFL)

4. A statement of career plans prepared by the student

5. Other evidence that may be helpful in reaching a decision. Although an undergraduate major in political science is not a prerequisite for admission, the committee takes into consideration previous academic work in political science. Students with less than the equivalent of an undergraduate political science major typically need to take more than the minimum 48 credits required for the master's degree, possibly including undergraduate courses for which they can receive no academic credit

Application forms, recommendation forms, and additional information about the graduate program and graduate teaching fellowships may be obtained by visiting or writing the Department of Political Science. The deadline for applications is February 15.

**Master’s Degree Programs**

Students may choose from two options for a master’s degree in political science.

The standard master’s degree program prepares students for promotion to the doctoral program and professional careers in teaching and research. Students complete 48 credits of course work, pass an examination by the third term after enrolling, and complete the master’s degree thesis. Each student must demonstrate competence in social science methodology. Two years is a typical period for completing the standard master’s degree program.

The department also offers a master’s degree in political science with emphasis on public policy research. This two-year program prepares students for professional careers as policy analysts in federal, state, and local government and in other policy research institutes. The program has the following requirements:

1. Completion of 48 credits of graduate course work

2. Completion of seven required courses as specified by the department

3. Completion of a first-year examination by the third term after enrolling

4. Completion of a field research project or internship under the supervision of one or more faculty members

5. Preparation and defense of a policy research paper presenting the results of the student’s field research project or internship

See the Graduate School section of this bulletin for the distinction between M.S. and M.A. degree requirements.

**Doctoral Program**

Students who have earned a bachelor's degree in political science may be admitted to the doctoral program. This program is designed to allow the well-prepared student to complete all course requirements for the Ph.D. in two years of full-time study. Students take comprehensive examinations at the beginning of their third year, followed by preparation of a dissertation. Requirements for the Ph.D. in political science include:

1. Completion of 81 credits (18 credits are for dissertation) beyond the bachelor’s degree, of which a maximum of 9 credits may be in PS 601–606 and 608–610 and taken pass/no pass (P/N). PS 607 must be taken for a letter grade

2. Completion of four Seminars (PS 607):
   a. Seminar: State of the Discipline, to be taken the first time it is offered
   b. Three seminars in the three area subfields in which the student takes the comprehensive examination. Students should...
take the area subfield seminars as early as possible
3. Demonstrated proficiency in research methods
4. After completion of course work, passing a comprehensive examination in one primary field and two subfields selected from:
   a. Classical and contemporary political theory
   b. Comparative politics
   c. International relations
   d. Public policy
   e. Research methodology
f. United States government
Each field comprises several themes from which the student must choose a subset
5. An oral and a written examination taken on material from the primary field. The examination for one subfield may be satisfied by a research paper and an oral examination; a written examination covers material from the other subfield
6. Students may use a customized subfield as one of the two subfields. The content of this subfield is decided by consensus of the student and at least three faculty members
7. Completion of the 18 credits of Dissertation (PS 603), as required by the Graduate School. These credits must be taken while completing the Ph.D. dissertation, which is written after passing the comprehensive examination
8. Defense of the written dissertation in an oral examination. A student should be able to complete all doctoral requirements in three years of work beyond the bachelor’s degree
A complete description of graduate requirements, including an explanation of themes and field requirements, is available in the department office.

POLITICAL SCIENCE COURSES (PS)
Because not every course listed here can be offered every year, students are advised to consult the most recent UO Schedule of Classes or inquire at the Department of Political Science.
101 Modern World Governments (3) Introduction to the political systems, practices, and institutions of leading contemporary nations including Britain, France, the Soviet Union, China, and selected nations within Africa and Latin America. Hanhardt.
105 Crisis and Response in International Politics (3) International crises examined in terms of the collective responses made by nation-states and international organizations. Open only to freshmen, sophomores. Hanhardt.
199 Special Studies: [Term Subject] (1–3R) Topics to be arranged.
201 United States Politics (3) Theoretical introduction to American institutions, political doctrines, and ideology as these affect the course of politics and public policy in the United States. Fiszman, Klonoski, Medler, Southwell.
203 State and Local Government (3) Linkage between elites and masses with attention to values, beliefs, participation, and process. Topics include mass participation, state and community elites, violence, public policy. Diamond.
204 Introduction to Comparative Politics (3) Major concepts and approaches in the study of comparative government and politics. Hanhardt, Huelshof, Kraus.
205 International Relations (3) Introduction to intellectual tools for analysis of world politics. Baugh, Huelshof, Kraus.
207 Introduction to Contemporary Political Theory (3) Theories, concepts, and research methods appropriate to understanding how conflicts among people are resolved; political analysis in the behavioral sciences; institutions and organizations that operate to resolve conflict. Dryzek, Medler, Orbell, Southwell, Zaninovich.
208 Introduction to the Tradition of Political Thought (3) Selected political theorists, past and present; the problem of knowledge as it relates to politics; the nature of political experience; the relationship between political knowledge and activity. Baumgold, Zaninovich.
220 Political Ideologies (3) Origins, functions, and political implications of several ideologies such as liberalism, fascism, communism, feminism, environmentalism, and nationalism. Dryzek, Kraus, Zaninovich.
230 Introduction to Urban Politics (3) Conflict in cities; power structures; protest movement and politics of participation; political institutions; critiques of urban politics; black politics. Diamond, Orbell, Southwell.
235 Crisis in Central America (3) Provides basis for understanding current political crisis. Emphasizes Guatemala, Nicaragua, El Salvador. Focus on contemporary struggles in post-World War II historical context. Goldrich.
240 Introduction to Public Policy and Administration (3) Alternative means of explaining the process of policy making and alternative strategies of decision making in the process applied to contemporary issues. Dryzek.
280 Introduction to Political Psychology (3) Parallels between the life span of an individual and the development of political institutions. Orbell.
297 Introduction to Environmental Politics (3) Growth-driven modern economy and environmental limits in Western, East European, and Third World countries; United States environmental policy; alternative environmental political futures. Diamond, Dryzek, Goldrich. Not offered 1992–93.
301 Art and the State (3) Comparative analysis of issues raised by state intervention in production and distribution of art: censorship, artistic freedom, ideological domination, regulation of artistic marketplace, cultural imperialism. Kraus.
321 Introduction to Political Economy (3) Basic scope and methods of contemporary political science including philosophy of social science, political ethics, empirical theory, and political methodology. Baugh, Medler, Mitchell, Orbell, Southwell.
326 United States Foreign Policy (3) Basic concepts underlying the formulation and implementation of United States foreign policy; historical origins of American foreign policy; the relationship of the U.S. to its international environment. Baugh, Huelshof, Kraus, Southwell.
330 Freedom, Authority, Obligation (3) Theories of the nature of individual freedom and development as well as community experience to the uses made of power by political authorities. Zaninovich. Not offered 1992–93.
336 Political Systems of Postwar Germany (3) Establishment and development of the Federal Republic of Germany and the German Democratic Republic. Hanhardt.
340 International Political Economy (3) Links between economics and politics in the international system. Basic concepts include power, dependence, inequality, imperialism, and development. Micro- and macro-economics recommended. Huelshof, Kraus.
344 Public Policy and Citizen Action (3) Ways interest groups affect the formation and execution of public policy. Emphasis on theories of pressure groups, lobbying, and the rise of public-interest activities. Jacobs.
347 Political Power, Influence, and Control (3) Theory and use of the concept of power in the social sciences, stressing diverse theoretical perspectives and empirical studies of political institutions. Baughmold, Medler.
348 Women and Politics (3) Examines the treatment of women in the classic works of political philosophy. Links this body of thought to contemporary views on women. Diamond, Southwell.
349 Mass Media and American Politics (3) The role of the mass media in contemporary American politics; the effect of the media on such institutions as political parties, elections, and the presidency. Medler.
353 Campaigning (3) Strategic issues for politicians and others interested in winning votes. Theoretical material from political science and related disciplines cast light on these practical questions. Medler. Not offered 1992–93.
355 Oregon Government and Politics (3) Current political issues in Oregon with particular attention to political races and ballot measures, before the Oregon electorate as well as the state’s major political institutions. Not offered 1992–93.
360 Asking and Answering Political Questions I (3) Formulating explanations for phenomena as process models; drawing conclusions to test the models; revising and refining models. Applications from many sociopolitical processes. Prereq: MATH 111 or equivalent or instructor's consent. Baugh. Not offered 1992–93.


401 Research (1–15R) P/N only

403 Thesis (1–15R) P/N only

405 Reading and Conference: [Term Subject] (1–15R)

406 Field Studies (1–5R) R for maximum of 10 credits.

407/507 Seminar: [Term Subject] (1–3R) Offerings vary from year to year, depending on student interests and needs and on availability of faculty.

408/508 Workshop: [Term Subject] (1–21R)

409 Practicum: [Term Subject] (1–3R) P/N only

410/510 Experimental Course: [Term Subject] (1–3R)

412/512 Administrative Organization and Behavior (3) Theories of bureaucratic organization, including groups, the nature of authority, organizational control, and decision making. Research findings from several social sciences. Dryzek, Jacobs. Not offered 1992–93.

414/514 Political Parties and Elections (3) The primary function of parties in the United States as compared with other systems: socialization and recruitment, political identification, voting behavior, and party organization. Southwell.


418/518 Literature and Politics of the USSR and Eastern Europe (3) Life styles, social relations, values, standards, and politics of the former Soviet Union and East Europe as seen through the works of native novelists, poets, and dramatists. Prereq: instructor's consent. Not offered 1992–93.

419/519 International Protection of Human Rights (3) The diplomatic instruments, international institutions, and international customs that have developed to protect human rights and fundamental freedoms. Not offered 1992–93.


421/521 Irenology: The Study of Peace (3) Peace examined as a dynamic concept. How has peace been defined, studied, advocated, and achieved? What are the factors relevant in maintaining peace? Not offered 1992–93.

422/522 International Law (3) Introduction to international public law as an aspect of international organization, international law, and the political process; the International Court of Justice. Not offered 1992–93.

423/523 Ocean Politics (3) The politics of states in controlling and developing the resources of the oceans; special attention to efforts to adopt a law-of-the-sea treaty. Not offered 1992–93.

424/524 Politics of Western Europe (3) Governmental institutions and political processes of Great Britain, France, and the Federal Republic of Germany. Special attention to interest groups, parties, and voting behavior since World War II. Prereq: PS 204 or instructor's consent. Hanhardt, Huelshoff.

425/525 Politics of the European Community (3) Governmental institutions and political processes of the smaller Western European democracies: Italy, Belgium, the Netherlands, and the Scandinavian countries. Hanhardt, Huelshoff.

426/526 United States Foreign Policy II (3) Processes by which United States foreign policy is made and executed; problems leading to suboptimal results; predicting future policy problems and outcomes. Prereq: PS 326 or instructor's consent. Baugh.


430/530 Political Theory: Ancient and Medieval (3) Greek, Roman, and medieval political thought covering Socrates, Plato, Aristotle, Cicero, Augustine, and Aquinas. Baumgold, Zaninovich.

431/531 Political Theory: Renaissance, Reform, and Early Modern (3) Development of political theory. Primary figures are Machiavelli, Hobbes, Locke, Rousseau, and Hegel. Also Luther, Calvin, Bodin, Hooker, Harrington, Montesquieu, Kant, and Hume. Baumgold, Zaninovich.

432/532 Political Theory: Modern and Contemporary (3) Political theory during the 19thcentury and first half of the 20th; utilitarianism and liberalism, radical and revolutionary traditions, beginning of social science, critiques of mass democracy. Baumgold, Dryzek, Zaninovich.


438/538 Urban Politics (3) Theoretical perspectives, the dispute about power structures, the political context, community conflict, political participation, urban protest movements, new political intermediaries and black politics in the city. Diamond, Orbell, Southwell. Not offered 1992–93.

440/540 Comparative Foreign Policies (3) The international behavior of selected states; systemic and societal variables influencing their behavior; quality and content of international behavior. Huelshoff. Not offered 1992–93.


443/543 Politics of Multi-Ethnic Societies (3) Politics of racially and ethnically plural societies, e.g., Nigeria, Austro-Hungary, United States, Switzerland, South Africa, Yugoslavia, Canada. Effects of different races and ethnic groups on domestic political institutions. Zaninovich.


445/545 Methods for Politics and Policy Analysis I (3) Introduction to quantitative analysis, concepts and methods of empirical research in political science. Emphasis on developing and testing models, research design, data analysis, and computer literacy. Baugh, Medler, Southwell.


455/555 Theories of International Politics (3) Basic features of the international political system, the goals and objectives of its members, and the strategies whereby the members of the system seek to obtain their goals. Baugh, Huelshoff.

456/556 Democratic Processes (3) Application of formal rational models to democratic institutions and processes with particular reference to voters, voting, interest groups, and elections. Elementary economics recommended. Mitchell.

457/557 Democratic Processes (3) Application of formal rational models to democratic institutions and processes with particular referen-
ence to politicians (elections, campaigns, policy choices) and bureaucrats (budgets, wages, political power). PS 456/556 or elementary economics recommended. Mitchell.

458/558 Democracy and Public Policy (3) Criteria for the assessment of policy involving resource allocation, distribution of benefits and costs, and the design of controls in a democracy. PS 456/556, 457/557, or elementary economics recommended. Mitchell.


463/563 Government and Politics of Latin America (3) Inter-American political-economic history; Cuban revolution; national security states; liberation theology, Christian base communities, reaction; futures; case studies: Argentina, Chile, Uruguay, Brazil, Central America. Goldrich.

464/564 Government and Politics of Latin America (3) Intensive inquiry into special topics in Latin American politics. PS 235 or 463/563 recommended. Goldrich.


467/567 The United States Presidency (3) An ambivalent view of the presidency as the key institution in the United States political system: source of great good but also of great harm. Klonoski.

468/568 Congress (3) The study of Congress as an institution: congressional elections, the committee system and the internal distribution of influence, relations with the President and the Supreme Court. Southwell. Not offered 1992–93.

472/572 Inequality and Public Policy (3) Surveys the literature on inequality and vertical mobility and its relevance to political science. Jacobs.

473/573 Criminal Justice (3) Surveys the literature on criminology and the available policy options that can be used to alleviate problems in criminal justice. Jacobs. Not offered 1992–93.


476/576 Interest Groups (3) Analysis of interest groups in democracies, done from the perspective of economics. Mitchell.


483/583 Feminist Theory (3) Overview of central concepts and issues in 20th-century feminist thought with particular emphasis on the treatment of reason, autonomy, difference, and nature. Diamond.

484/584 United States Supreme Court (3) The Supreme Court as a political body; the judicial role in the context of the economic, political, social, and psychological factors that influence the court's decisions. Klonoski.

485/585 Civil Rights and Civil Liberties (3) The Supreme Court's rulings on civil liberties and civil rights, freedom and equality, especially under Chief Justices Warren and Burger. Klonoski.


490/590 Community Politics (3) Local politics and political economic processes, institutions, and structure; democratic theory context; experiments in democratization. Goldrich, Madler. Not offered 1992–93.

492/592 Decision Making I (3) Introduces problems of collective decision making and modern theories of individual decision making under risk and uncertainty. Orbell.


496/596 National Security Policy (3) Factors in the development of national security policy, with emphasis on decision making, and the implications and consequences of such policies, nationally and abroad. Baugh.

497/597 Environmental Politics (3) The international political economy's impact on the world environment. Alternative, environmentally sustainable political economies, especially the decentralizing of responsibility and power for environmental citizenship. Emphasis on politics of transition. Diamond, Dryzek, Goldrich.

503 Thesis (1–15R) P/N only
601 Research (1–15R) P/N only
603 Dissertation (1–15R) P/N only
605 Reading and Conference: [Term Subject] (1–15R)
606 Field Studies (1–15R)
607 Seminar: [Term Subject] (1–3R)
608 Workshop: [Term Subject] (1–16R)
PSYCHOLOGY

131 Straub Hall
Telephone (503) 346-4921
Steven Keele, Department Head

FACULTY


Emeriti


Leona Tyler, professor emerita (individual differences, interest development). B.S., 1923, M.S., 1939, Ph.D., 1941, Minnesota. (1940)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

UNDERGRADUATE STUDIES

Undergraduate courses in psychology at the university provide a sound basis for later professional or graduate training in psychology. They also satisfy the needs of students, majors and nonmajors, who are interested in psychology primarily as a part of a broad liberal education. In addition, they provide a background in psychological principles and techniques as intellectual tools for work in other social and biological sciences and in such professional fields as education, business, law, and journalism.

Preparation. High school preparation should include courses in social sciences as well as the natural sciences (physics, biology, chemistry). Both language and mathematical skills are also highly desirable. In general, the broad liberal arts training that prepares students for college studies is appropriate for majoring in psychology at the university.

Careers. Students often major in psychology to prepare for graduate training and careers in related fields such as personnel relations, vocational and personal counseling, medicine and dentistry, social and case work, marketing, administration, the legal profession, or counseling and teaching in the public schools. Others plan on graduate work in psychology to prepare for careers as academic psychologists (teaching and research), clinical psychologists (mental health centers, institutions, and private practice), industrial and organizational psychologists, and government psychologists (testing, research, and administration).

Additional career information is available from the American Psychological Association, 1200 17th Street Northeast, Washington DC 20036.

Review of Courses

Among lower-division courses, PSY 201 and 304 offer instruction in psychology as a natural science. PSY 202, 330, and 375 introduce psychology as a social science. Introduction to Psychology (PSY 211H, 212H) is also available. Transfer students should plan to take not more than two courses at the lower-division level before starting upper-division work. The introductory courses should be chosen with an eye toward prerequisites for upper-division courses and toward providing a broad background in the field.

Upper-division courses fall into three categories:

1. PSY 302 and 303 are designed to teach research skills and methodologies.

2. 300-level courses and courses numbered 400 to 429 are of broad interest to many different majors throughout the university as well as to psychology majors.

3. Area courses, numbered 430 to 487, are designed for psychology majors but are also open to other students who fulfill the prerequisites.

Curricular planning aids are more fully explained in the Psychology Undergraduate Handbook available in the Department of Psychology, 131 Straub Hall.

Group Requirements. For psychology courses approved to fulfill social science or science group requirements, see Group Requirements in the Registration and Academic Policies section of this bulletin.

Major Requirements

Psychology majors must fulfill the following requirements:

1. A minimum of 36 credits in psychology—at least 28 upper-division and at least 12 taken at the University of Oregon—including the following courses:

   a. Mind and Brain (PSY 201) and Mind and Society (PSY 202) or Introduction to Psychology (PSY 211H, 212H) must be taken prior to PSY 302, 303

   b. Statistical Methods in Psychology (PSY 302) or other appropriate methodological preparation, e.g., Statistical Methods I or II (MATH 425 or 426) or Introduction to...
Mathematical Methods of Statistics I or II (MATH 461 or 462)
c. Research Methods in Psychology (PSY 303) or other appropriate methodological preparation
d. 12 credits in psychology courses numbered 430–487
  i. At least 6 of these 12 credits must be in courses numbered 430–450
  ii. At least 6 of these 12 credits must be in courses numbered 451–487
e. College Algebra (MATH 111)
f. One year of college biology, chemistry, or physics

2. All required courses must be taken for letter grades and passed with grades of C– or better. Elective psychology courses may be taken pass/no pass.

For psychology majors, PSY 302 and 303 or other appropriate methodological preparation (or instructor's consent) are prerequisites for all area courses, numbered 430 to 487. In addition, students should examine carefully the prerequisites for all 400-level courses.

Planning a Program
Besides attending lecture courses, students may participate in seminars, reading courses, laboratory work, fieldwork, and other means of gaining experience. With the aid of advisers, students design programs directed toward one of three options: liberal arts, professional, or other appropriate methodological preparation. This should be done in close and frequent consultation with the adviser.

Sample Program
The sample program below provides an idea of a typical course load during the freshman year.

Full Term 14–15 credits
Arts and letters elective ........................................... 3
College Composition I (WR 121) ................................ 3
Mathematics ........................................................... 3
Physical education ................................................... 3
Science elective ........................................................ 3–4

Winter Term 17–18 credits
Arts and letters elective ........................................... 3
College Composition II or III (WR 122 or 123) ............... 3
Mathematics ........................................................... 4
Physical education ................................................... 1
Science elective ........................................................ 3–4
Social science elective .............................................. 3

Spring Term 18–19 credits
Arts and letters elective ........................................... 3
Mind and Brain (PSY 201) or Mind and Society (PSY 202) .... 4
Mathematics ........................................................... 4
Physical education ................................................... 1
Science elective ........................................................ 3–4
Social science elective .............................................. 3

The departmental requirements for a psychology major are designed to maximize individual curriculum planning. This should be done in close and frequent consultation with the adviser.

Peer Advising. The psychology department uses a peer advising system in an attempt to make academic advising more effective, humane, and efficient. At the beginning of New Student Week, each freshman and transfer psychology major must make an appointment to see one of the peer advisers for an informal yet informative advising session.

Questions about any aspect of the university system—how to read the schedule of classes, grading procedures, where to seek financial assistance, how to plan a course schedule, and similar matters—and specific inquiries about the department’s norms, opportunities, facilities, and faculty members are welcome at these sessions. After meeting with a peer advisor and designing a tentative term course schedule as well as a concise list of more technical questions, students make appointments with their assigned faculty advisors.

The peer advising system is open to students for the entire school year. Peer advising sessions are open to students for both drop-in visitors and scheduled appointments. During the school year, the peer advising office in 141 Straub Hall regularly schedules peer advising hours. All psychology students are invited to use the facilities (a small library, test file, journals, and graduate school brochures) and to talk informally with a friendly peer adviser who is knowledgeable about departmental and university regulations and opportunities.

Liberal Arts Curriculum
Some students are interested in studying psychology with a view toward understanding the diversity of human nature; its relation to literature, science, and the arts; and its contribution to general intellectual currents. They place less emphasis on technical skills in giving tests, running experiments, or analyzing data, and more emphasis on the theories and ideas that serve as a background for research. It is difficult to design any single recommended curriculum for such students. However, the curriculum should combine psychology with strong emphasis on work in the humanities in addition to courses in science that stress the relations of psychology to philosophy and human concerns. Different courses would, of course, be advisable in programs that stress the relation between psychology and the natural sciences.

Professional Curriculum
The professional curriculum is designed for students not planning to do graduate work in psychology but who might want to work in counseling, social work, or school psychology. It is also for students who plan to enter government or business administration. It stresses a broad knowledge of psychology as well as experience in a variety of settings in which psychology is applied. Special emphasis is on statistics, writing, computer programming, and other skills that make the student a more attractive job candidate or give an advantage once employment is begun.

Of special importance are opportunities to work on applied psychological projects or papers. These opportunities may be gained through special courses in Research (PSY 401), Reading and Conference (PSY 405), or Seminar (PSY 407). By the time of graduation, the student should have prepared a number of papers applying psychology in real settings. The exact curriculum designed depends upon the setting or the department in which advanced study is sought.

Preparation for Graduate Study
A bachelor's degree is seldom sufficient qualification for professional work in psychology; at least a master's degree is required for most positions. Students should not undertake graduate work unless their grades in undergraduate psychology and related courses have averaged mid-B or better.

Prospective graduate students in psychology are advised not to take a large number of psychology credits beyond the minimum of 36, but to leave time for work in related fields such as anthropology, biology, computer science, chemistry, mathematics, physics, and sociology. Strong preparation in quantitative methods is desirable and might include mathematical statistics. A reading knowledge of at least one foreign language appropriate to psychology (German, French, Japanese, Russian) may be useful.

Honors Curriculum
Students with good records who plan to pursue a career in psychology may consider applying to the departmental honors program at the end of their sophomore year. The honors program centers around an independent research project, which the student develops and carries out under the supervision of a departmental committee. Information about admission criteria and how to apply is available from the department.

Minor Requirements
The Department of Psychology offers a psychology minor in two options: psychology or psychology with cognitive science emphasis. All courses must be passed with grades of C– or better. Special Studies (PSY 199) does not count toward the minor. The psychology option requires 25–29 credits in psychology; the cognitive science option requires 35–39 credits in psychology, to be distributed as follows:

Psychology Option 25–29 credits
Mind and Brain (PSY 201) and Mind and Society (PSY 202) or Introduction to Psychology (PSY 211H, 212H) ...................................................... 8
Statistical Methods in Psychology (PSY 302) and Research Methods in Psychology (PSY 303) or equivalents from other departments ................................................................. 8
Three upper-division courses, at least one from PSY 430–450 and one from 451–487 .......................... 9–13
At least 16 of the 25–29 credits must be taken for letter grades, and at least 16 must be upper division.

Cognitive Science Option 35–39 credits
Any two courses in computer and information science ............................................................................ 8
Introduction to Linguistics (LING 290) or Elements of Linguistics (LING 421) ......................................... 4
Mind and Brain (PSY 201) or Introduction to Psychology (PSY 211H, 212H) ............................................ 4–8
Statistical Methods in Psychology (PSY 302) and Research Methods in Psychology (PSY 303) .... 8
Cognitive Science with Laboratory (PSY 430) .................................................................................. 5
Brain Mechanisms of Behavior (PSY 445) or Human Neuropsychology (PSY 449) .............................. 3
One additional course from PSY 451–487 ........................................... 3
At least 20 of the 35–39 credits must be taken for letter grades and at least 15 must be upper division.

A list of recommended electives is available in the department office.

GRADUATE STUDIES
The department emphasizes graduate work at the doctoral level and at a specialized master's level. The five chief Ph.D. programs are cogni-
Neurosciences
Neuroscientists in the biology, chemistry, computer and information science, exercise and movement science, and psychology departments have formed a neurosciences program in the neurosciences. The focus of the program is on experimental neurosciences with the goal of understanding the relationship between behavior and the chemical, morphological, and physiological functions of nervous systems. A coordinated graduate degree-granting program of instruction and research is available to students through any of the participating departments. For more information see the Neurosciences section of this bulletin.

Cognitive Science
Cognitive science is an interdisciplinary field concerned with the study of natural and artificial intelligence, culture, and communication. Psychology faculty members in cognitive psychology have joined with those in other departments to offer work in this field. Psychology undergraduate and graduate students can receive training in cognitive science while pursuing studies in the psychology department. For more information see the Institute of Cognitive and Decision Sciences in the Research Institutes section of this bulletin.

Master's Program in Psychology
A special master's degree program not leading to a Ph.D. is available in psychology. The degree—either a master of arts (M.A.) or a master of science (M.S.)—requires 45 credits of course work. Applicants to the program must provide a letter from a psychology faculty sponsor indicating willingness to serve as the applicant's advisor, grade transcripts of all undergraduate and graduate work, and a sample of written work. Completed applications received by May 15 are given preference for full admission. Applications submitted after August are accepted only in exceptional circumstances. Application materials and additional information may be obtained from the department's graduate secretary.

PSYCHOLOGY COURSES (PSY)
Please go to the psychology department office for evaluation of course taken at another institution that might duplicate these courses. Credit is not given for repeating equivalent courses.

199 Special Studies: [Term Subject] (1-3R)
200 Innovative Education: [Term Subject] (1-3R) P/N only
201 Mind and Brain (4) Introduction to perception, memory, learning, and cognition. With laboratory.
202 Mind and Society (4) Introduction to topics in personality, social, and developmental psychology. With discussion.
211 (H) Introduction to Psychology (4S) Introduction to perception, memory, learning, and cognition. With laboratory.
212 (H) Introduction to Psychology (4S) Introduction to the psychological processes affecting social perception and behavior as well as personality development. With discussion.
302 Statistical Methods in Psychology (4) Probability and statistics applied in psychological research. Topics include descriptive statistics, hypothesis testing, correlation, regression, and design of experiments. With laboratory. Prereq: MATH 111, PSY 201, 202.
303 Research Methods in Psychology (4) Use of library and bibliographic methods, handling of survey data, coding, interviews, standardized tests, and experiments. Pre- or coreq: PSY 302.
304 Biopsychology (3) Relationships between brain and endocrine activity and behavior. Topics include sensation, perception, sexual behavior, drug effects, eating, drinking, sleeping, dreaming, and learning.
330 Thinking (3) Psychological methods involved in problem solving, complex learning, and various forms of rational and irrational reasoning and belief systems.
375 Development (3) Survey of social, intellectual, and personality development.
383 Psychoactive Drugs (3) Physiological and behavioral effects of psychoactive drugs such as alcohol, opiates, barbiturates, and excitants. The psychology of use and overdose; therapies for correcting drug problems.
388 Human Sexuality (3) The nature of human sexuality; hormonal, instinctual, and learned factors in sexuality; psychological development; frequency and significance of various types of sexual behavior; sexual inadequacy; homosexuality; sexual deviation.
400 Innovative Education: [Term Subject] (1-3R)
401 Research (1-21R) P/N only
403 Thesis (1-21R)
405 Reading and Conference: [Term Subject] (1-21R)
406 Field Studies (1-21R)
407/507 Seminar: [Term Subject] (1-5R)
408 Laboratory Projects (1-9R)
409 Practicum: [Term Subject] (1-9R) P/N only
410/510 Experimental Course [Term Subject] (1-5R)
411/511 Theories of Personality (3) Main phenomena of personality; critical comparison of the outstanding conceptual systems developed to account for these phenomena. Not available for credit to psychology Ph.D. candidates.
413/513 Humanistic Psychology (3) Philosophy and theories of personality of the "Third Force" school of psychology; what distinguishes humanistic psychology from behavioristic, psychoanalytic, and cognitive theories of personality. Prereq: PSY 411/511 or instructor's consent. Not available for credit to psychology Ph.D. candidates.
420/520 Psychology and Law (3) Introduction to topics of concern to both psychology and the law. Includes eyewitness identification, legal decision making, criminal defenses, profiling, polygraphy, and mental-health law. Prereq: PSY 202, 303 or instructor's consent. Not available for credit to psychology Ph.D. candidates.
421/521 Psychology of Visual Art (3) Perceptual, cognitive, and affective bases of pictorial art. Topics include perception of space, color, form; the function of images; effects of learning; anamorphic painting; cartoons and caricatures. Prereq: PSY 438/538 or instructor's consent. Not available for credit to psychology Ph.D. candidates.
neuropsychological assessment of mental disorders. Prereq: graduate standing in clinical psychology or instructor's consent.

625 Individual Psychotherapy (3) Research and major theoretical perspectives in dyadic psychotherapy. Ethics of individual psychotherapy. Prereq: graduate standing in clinical psychology or instructor's consent.

626 Marital and Group Therapy (3) Theory and research in behavior change from an interpersonal interaction perspective. Ethics of interpersonal therapy. Prereq: graduate standing in clinical psychology or instructor's consent.

627 Child and Family Therapy (3) Modification of deviant child behaviors, particularly in the family setting. Ethics of child and family therapy. Prereq: graduate standing in clinical psychology or instructor's consent.

RELIGIOUS STUDIES

223 Chapman Hall
Telephone (503) 346-4971
Benton Johnson, Department Head

FACULTY
Aletta Biersack, associate professor. See Anthropology
Robert T. Herbert, professor. See Philosophy
Benton Johnson, professor. See Sociology
Kenneth B. Liberman, associate professor. See Sociology
Jack P. Maddex, professor. See History
Sharon R. Sherman, associate professor. See English
Anita Weiss, assistant professor. See International Studies

Emeritus
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

The Department of Religious Studies offers courses concerning the religious beliefs and practices of the world's major religions. The department does not represent the viewpoint of any religious group, nor does it acknowledge any religion to be superior to others. Rather, courses focus on the history and philosophy of religions including their origins, sacred texts, rituals and practices, beliefs, and subgroups. The courses provide a broad understanding of the nature and role of religion in the world's different cultures, both present and past, for students in all fields, as well as integrated programs for majors in religious studies.

The department annually sponsors a distinguished visiting lecturers program, which brings outstanding scholars in various fields of religious studies to the campus for several days of lectures and meetings.

Preparation. The best high school or community college preparation for an undergraduate program in religious studies is a good general background in social science and literature.

Careers. An undergraduate major in religious studies can lead to graduate work in preparation for teaching religious studies or to religious education at a seminary in preparation for a career as a religious leader. Other career opportunities in education include teaching religious studies in public schools and religious education work. Social service organizations such as the YMCA, YWCA, Red Cross, community services, and international relief agencies provide additional career possibilities. A major in religious studies constitutes one type of broad training and enrichment for any of the humanistic professions.

UNDERGRADUATE STUDIES

Major Requirements
The major requirement includes 45 credits in religious studies courses, not all of which carry the REL prefix. (See Additional Courses at the end of the departmental course listings.) Of the 45 credits, 9 must be in Great Religions of the World (REL 201, 202, 203) and 27 must be upper division.

All courses satisfying the major requirement must be taken for letter grades. A grade of D+ or lower is not accepted as a passing grade in more than one course.

Minor Requirements
The minor in religious studies requires 24 credits, including 9 in Great Religions of the World (REL 201, 202, 203) and 15 upper-division credits in religious studies. All courses must be taken for letter grades. Grade requirements for the minor are the same as those for the major.

Honors Program in Religious Studies
Requirements for a degree with honors in religious studies include the following:
1. Satisfaction of the requirements for a major
2. A cumulative grade point average of 3.50 in courses taken to satisfy the major requirements
3. Satisfactory completion of an honors thesis. The candidate for honors normally registers for 3 credits of Research (REL 401) winter term of the senior year, in order to prepare for writing the thesis, and for 3 credits of Thesis (REL 403) spring term, when writing the thesis. A faculty committee of two supervises the thesis project. A first draft of the thesis must be submitted six weeks before the end of the term in which the student expects to graduate and the final draft four weeks before the end of the term.

GRADUATE STUDIES

At present the University of Oregon does not offer formal graduate degrees through the Department of Religious Studies. However, students may work with faculty members from religious studies as well as other university departments toward an Interdisciplinary Studies: Individualized Program (IS:IP) master's degree (M.A. or M.S.) focusing on religious studies, offered through the Graduate School. Information is available in the Graduate School section of this bulletin.

Advanced Degrees in Other Departments
Another possibility for students interested in graduate work in religious studies is to fulfill requirements for an advanced degree in another university department or program. After each department below are listed the available degrees in a relevant study area and names of participating faculty members (in the given department, unless specified otherwise). Each faculty member's areas of specialization are provided in his or her home department's sec-
tion of this bulletin. Additional information is available from the listed departments.


Art History, M.A., Ph.D. Medieval Christian art. Richard A. Sundt

Asian Studies, M.A. East Asian religions. Hee-Jin Kim, Kyoko Tokuno (religious studies)

Classics, M.A. in Classical Civilization. Ancient religions in or related to ancient Greece and Rome. Jeffrey M. Hurwit (art history), Mary E. Kunte, Steven Lowestam, John Nichols (history), C. Bennett Pascal, J.T. Sanders (religious studies), Steven Shankman (English)

History, M.A., Ph.D. History of Christianity. Jack P. Maddex, Mavis Howe Mate, J. T. Sanders (religious studies), Augustine C.A. Thompson (religious studies)

Philosophy, M.A., Ph.D. Philosophy of religion. Henry A. Alexander, Jr.; William E. Davie; Robert T. Herbert; Arnulf Zweig

Sociology, M.A., Ph.D. Sociology of religion. Marion Sherman Goldman, Benton Johnson

RELIGIOUS STUDIES COURSES

(REL)

111 Introduction to the Study of the Bible (3) Content and organization of the various Jewish and Christian scriptures; scholarly method and standard research tools used in the study of the Bible. Not for upper-division students; seniors may be required to meet a higher grade standard than other students. Sanders.

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

201, 202, 203 Great Religions of the World (3,3,3) Hinduism, Buddhism, Confucianism, Taoism, Shinto; Judaism, Christianity, and Islam. Examination of their beliefs, practices, and institutions in history and culture.


301 Religions of India (3) Historical survey from most ancient to modern times. Primary emphasis on Hinduism including Vedas, Brahmanism, and sectarian Hinduism. Attention to Buddhism, Sikhism, Jainism, and Sufism. Not offered 1992–93.


314, 315, 316 Background and Beginnings of Christianity (3,3,3) Study of the beginnings of Christianity within its religious context. 314: pagan religions (Greece, Italy, Oriental religions in Roman paganism). 315: Judaism of the Second Temple period. 316: history of Christianity from the time of Jesus until 200 C.E. Sanders.

321, 322, 323 History of Christianity (3,3,3) The course of Christian history in East and West; the relations between spirituality, doctrine, and institutional forms. 321: the ancient period, from the Apostolic Fathers to Charlemagne's empire (90–850). 322: the medieval period, from the Investiture Conflict to the Western Schism (850–1450). 323: the modern period, from the Reformation to contemporary Christianity (1450 to the present). Thompson.


330, 331 Buddhism and Asian Culture (3,3) History, doctrine, and practices of Buddhism. 330: introduction to Buddhism. The basic teachings of the Buddha and their subsequent development and systematization in India. 331: Buddhism in East Asia. Continuity and change in the Buddhist traditions of China, Korea, and Japan. Interaction between indigenous religions and Buddhism. Tokuno.

399 Special Studies: [Term Subject] (1–4R)

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–4R)

403 Thesis (1–4R)

405 Reading and Conference: [Term Subject] (1–4R)

407/507 Seminar: [Term Subject] (1–4R)

408/508 Colloquium: [Term Subject] (1–4R)

409 Supervised Tutoring: [Term Subject] (1–4R)

410/510 Experimental Course: [Term Subject] (1–4R)

430/530 Zen Buddhism (3) Some salient aspects of Ch'an and Zen Buddhism. Historical development, koan and zazen, Zen classics, enlightenment and philosophy, cultural impact. Kim.

431/531 Readings in Zen Classics (3) Selected Ch'an and Zen works in English translation such as Pi-yen-Iu (The Blue Cliff Record), Wé-men-kuan (The Gateless Gate), and Shobogenzo (The Treasury of the True Dharma Eye). Kim. Not offered 1992–93.

605 Reading and Conference: [Term Subject] (1–16R)

608 Colloquium: [Term Subject] (1–16R)

609 Supervised Tutoring: [Term Subject] (1–16R)

Additional Courses

For descriptions of the following courses, see the listed departmental sections of this bulletin.

Anthropology. Anthropology of Religion (ANTH 418), Anthropology and Folklore (ANTH 419)

English. Studies in Mythology (ENG 482)

History. Religious Life in the United States (HIST 359), Germany in the Age of Reformation (HIST 441)

Philosophy. Philosophy of Religion (PHIL 320), Topics in the Philosophy of Religion (PHIL 439)

Sociology. Sociology of Religion (SOC 461)
FACTOR


François G. Calin, professor (modern French novel and poetry); Licenciate, 1963, Diplôme d'Etudes Supérieures d'Avignon, CAPES, 1966, Sorbonne; Ph.D., 1972, Stanford. (1973)


Steven Rendall, professor (French literature, literary theory); editor, Comparative Literature; codirector, Comparative Literature Program. B.A., 1961, Colorado; Ph.D., 1967, Johns Hopkins. (1967)


Emeriti

Chandler B. Beall, professor emeritus; editor emeritus, Comparative Literature. B.A., 1922, Ph.D., 1930, Johns Hopkins. (1929)


The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

The Department of Romance Languages offers an extensive range of courses and degree programs, from instruction in beginning languages through the study of the literature and cultures of French-, Italian-, and Spanish-speaking countries. Students can earn a bachelor of arts (B.A.) degree in French, Italian, Spanish, or Romance languages; the master of arts (M.A.) is also available in these areas. The doctor of philosophy (Ph.D.) is awarded in Romance languages, encompassing a primary language and literature and a supporting area. Romance languages is a liberal arts major, providing a solid background for students interested in professional graduate work, teaching, and, increasingly, other professional careers.

Preparation. The department recommends the following preparation for a course of study leading to a major in Romance languages:

1. As much work as possible in French, Spanish, or both
2. Knowledge of European or Latin American history and geography
3. Familiarity with literature in any language that helps provide critical tools useful in advanced study of a Romance literature

Communication skills, speech, and essay or theme writing. These skills enable the student to convey ideas logically. In literature courses, papers or essay examinations are generally required.

Careers. Students who graduate with a B.A. degree in Romance languages enter a wide variety of occupations. Language teaching is an obvious possibility. Proficiency in a foreign language and knowledge of other cultures enhances study and career opportunities in other areas as well. Students who have a B.A. in Romance languages or who have a second major in another discipline—art history, economics, finance, history, international studies, journalism, management, marketing, music, or political science—find positions in communications media, government foreign service, international business and law, libraries, social work organizations, and travel and tourist-related agencies, among others.

UNDERGRADUATE STUDIES

Major programs leading to undergraduate degrees are provided in French, Italian, Spanish, and Romance languages (two languages). Departmental majors concentrate on Romance languages, literatures, and cultures. Attention is given to developing the skills of understanding, speaking, and writing the modern idiom.

The new Yamada Language Center, in 121 Pacific Hall, provides a valuable complement to classroom exercises.

Students who intend to do graduate work in Romance languages are advised to begin a second Romance language and to take a year's work in Latin. Courses in English and other literatures are also recommended. One of the goals of the department is to give students a general view of the cultures of the countries where Romance languages are spoken. The department encourages students to study, at some point in their undergraduate careers, in a country where their target language is spoken.

Major Requirements

Romance Languages. For the B.A. degree in Romance languages, students must have 30 graded credits in one language beyond the second-year sequence, of which at least 18 must be in literature and 9 in composition and conversation. An additional 15 graded credits beyond the second-year sequence must be taken in a second Romance language.

Three courses in literature beyond the survey level must be taken on the Eugene campus. Two of these courses must be at the 400 level. Courses must be passed with grades of C- or better to fulfill major requirements.

Readings in courses for the major must be in the original language.

Sample Program

The sample program below shows a typical one-semester course load for first-year students in Romance languages.

**Fall Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>French, Italian, Spanish, or second language</td>
<td>3-5</td>
</tr>
<tr>
<td>English literature</td>
<td>3</td>
</tr>
<tr>
<td>Other Possibilities</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
</tr>
</tbody>
</table>

**Spring Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-division French composition</td>
<td>9</td>
</tr>
<tr>
<td>Upper-division French literature beyond FR 321, 322, 323</td>
<td>18</td>
</tr>
<tr>
<td>Additional upper-division French composition or literature</td>
<td>9</td>
</tr>
<tr>
<td>A minimum of three literature courses must be taken on the Eugene campus, at least two of which must be at the 400 level. Additional work in related fields is recommended (e.g., another Romance language, English, linguistics, art history, philosophy, history). Students are urged to consult their advisers in order to create balanced programs.</td>
<td>45</td>
</tr>
</tbody>
</table>
The Department of Romance Languages offers programs of study leading to the degree of master of arts (M.A.) in Romance languages, French, Italian, or Spanish and to the degree of doctor of philosophy (Ph.D.) in Romance languages.

The University of Oregon provides the opportunity to spend winter term at the University of Le Mans. Participants must have completed the first term of Second-Year French (FR 201). For their work in Le Mans, they receive 17 credits in French, including 8 credits for the second and third terms of Second-Year French (FR 202, 203), 6 credits for French Culture and Civilization (FR 413), and 3 credits for conversation.

Italy. Since 1970 the university has had a summer program (July 1–August 15) in Italy, at the Universita Italiana per Stranieri, Perugia, open to both graduate and undergraduate students. No previous knowledge of Italian is required, but participants with one or more years of instruction in the language have a wider choice of courses because, with the exception of one offered in English by the director, all others are taught in Italian by faculty members of the host university. All participants must take at least 12 credits. Applications received before April 1 receive priority consideration.

The university participates in a consortium program in Siena, Italy. Students may enroll for one or more terms during the full- or one-term academic year. The curriculum includes work at all levels in intensive Italian language and courses taught in English on Italian art and culture, literature, politics, history, and other subjects.

Mexico. The department runs intensive language programs in Mexico in which students may complete an entire year's work in one year. There is also a summer program offering courses in Mexican literature and civilization as well as language training at second-, third-, and fourth-year levels.

Spain. A two-term program in Seville winter and spring terms offers courses in Spanish history, art, and literature as well as language work. The program is designed for students who have studied at the 300 level.

GRADUATE STUDIES

The Department of Romance Languages offers programs of study leading to the degree of master of arts (M.A.) in Romance languages, French, Italian, or Spanish and to the degree of doctor of philosophy (Ph.D.) in Romance languages.

No more than 15 credits may be taken outside the department; to count toward the degree, these credits must be part of a coherent program approved by the student's advisor and the graduate committee.

The resources of the UO Library for research in French, Spanish, and Italian are outstanding. The library's holdings of periodicals are extensive.

Admission. Procedures for admission to graduate study in the department include:

1. Equivalent of an undergraduate major in Romance literature with a minimum grade point average of 3.00 in the major and proficiency in one or two Romance languages.

Scholarships and Honors

The department administers scholarships for undergraduate students of foreign languages. The Perry J. Powers Scholarship is awarded annually to an outstanding senior in a Romance languages major. The Charles Strickles Endowment Scholarship is usually awarded to a number of selected participants each summer in the Mexican study program. The Leona M. Kail Scholarship is awarded every other year to an outstanding student with financial need. The Helen Fe Jones Spanish Student Fellowship supports study abroad. Additional information may be obtained in the department office.

Approval for graduation with departmental honors is given to students who (1) earn a cumulative grade point average (GPA) of 3.50 or better in the major work in the second-year language and (2) complete an honors thesis, which is supervised by a departmental faculty member and judged by the thesis director and one other faculty member in the department. Students must enroll for at least 6 thesis credits to qualify for departmental honors. Students must complete a senior thesis, which is supervised by a departmental faculty member and judged by the thesis director and one other faculty member in the department.

A minimum of three literature courses must be taken on the Eugene campus, at least two of which must be at the 400 level.

Minor Requirements

Students may earn a minor in French, Italian, or Spanish (not in Romance languages) by completing 24 credits in upper-division courses—passed with grades of C- or better—on one language area. At least 9 credits must be in composition and conversation and 9 in literature. A minimum of three literature courses must be taken on the Eugene campus, at least two of which must be at the 400 level. All readings in courses for the minor must be in the original language.

Foreign Language Resource Center

Serving as a source of information on the latest methods of teaching foreign languages, the Foreign Language Resource Center provides a focal point for innovations and current developments, including the use of film and video materials, computerized instruction, and flexible course organization. The center also coordinates the development of a printed materials used in teaching foreign languages with film and video—a field in which the university is nationally recognized. Finally, the center serves as a liaison between university language departments and Oregon public school systems. Additional information is available from the director, David J. Curland, in 209 Friendly Hall.

Scholarships and Honors

The department administers scholarships for undergraduate students of foreign languages. The Perry J. Powers Scholarship is awarded annually to an outstanding senior in a Romance
are well acquainted with one Romance language

2. A completed Graduate Admission Application, three letters of recommendation, official transcripts of college-level work to date of application, a candidate’s statement of purpose, and Graduate Record Examinations (GRE) scores should be submitted prior to March 1 for fall admission. Application for a graduate teaching fellowship (GTF), included in the graduate application packet, is optional.

Graduate Teaching Fellowships. A number of GTFs are available each year for new graduate students in the department. Students are encouraged to apply to the department by March 1 for fall admission and appointment priority. Each GTF teaches one language course a term. As a condition of employment, GTFs are required to enroll for and maintain a minimum of 9 graduate credits toward the degree each term but required to exceed that minimum. An academic adviser may recommend additional credits for the student’s academic program. All GTFs must take Workshop: Teaching Methods (FR, ITAL, or SPAN 608) in addition to the course requirements for their degree.

Overseas Study and Teaching. Several opportunities for study and teaching abroad are available each year, including a position as graduate assistant to the director of the Oregon Study Center at the University of Lyon, France, concurrent with studies at the University of Lyon and an assistantship to teach English in a French secondary institution while pursuing studies at a French university, whenever the appointment location allows.

Master of Arts Program

The M.A. is primarily a degree in the study of literature, although the student typically takes course work to improve linguistic skills as well. Courses are offered in French, Italian, Peninsular Spanish, and American Spanish languages and literatures.

The minimum requirements for this degree are:

1. The completion of 45 graduate credits with grades of mid-B (a grade point average of 3.00) or higher
2. Successful completion of a comprehensive examination

The written M.A. comprehensive examination covers three areas in literature and requires explicitation of a text. A student’s course work should include periods of the major literature that will be on the examination. One question must be answered in the foreign language and a second in English. Admission to the doctoral program is not automatic upon completion of the M.A. Students wanting to continue toward the Ph.D. degree must submit a petition to the graduate committee for admission to the program.

Alternative programs in French and Italian are available to M.A. candidates. Before completing 45 credits, the student may petition the graduate committee to authorize, with the adviser’s approval, the granting of the M.A. without a comprehensive examination after the student completes 56 credits with grades of mid-B (a grade point average of 3.00) or higher. This option is not available to students who have failed the M.A. examination. Students who are successful in their petition for this alternative are not expected to continue toward the Ph.D. degree; they may not do so unless they pass the M.A. comprehensive examination and are accepted into the Ph.D. program by the graduate committee.

Doctor of Philosophy

This degree program permits the student to choose among a variety of approaches to advanced study in Romance literatures. Candidates must complete a minimum of fifteen graduate courses including at least three courses in the literature of one or more Romance languages other than the principal one. Upon completion of required course work, the candidate takes a comprehensive examination covering the principal field, test explication, and literary theory or criticism. A doctoral thesis is required to complete the degree. Students entering the doctoral program with an M.A. degree from another institution have their previous work evaluated by the graduate committee. Credit may be given for not more than three graduate courses taken elsewhere to apply toward the required fifteen courses.

In addition to command of the languages and familiarity with the chosen literatures, the student is expected to develop skill in critical writing and competence in individual research. Students interested in doctoral study should request a description of the program from the department.

Comparative Literature

The Comparative Literature Program is administered by a committee representing the East Asian languages and literatures, English, Germanic languages and literatures, Romance languages, and Russian departments. It provides opportunity for advanced study of several literatures in their original languages. For more information, see the Comparative Literature section of this bulletin.

ROMANCE LANGUAGES COURSES (RL)

200 Innovative Education: [Term Subject] (1–3R)
400 Innovative Education: [Term Subject] (1–3R)
407/507 Seminar: [Term Subject] (1–5R)
410/510 Experimental Course: [Term Subject] (1–5R)
503 Thesis (1–16R) P/N only
603 Dissertation (1–16R) P/N only
620 Graduate Study in Romance Languages (4) Discussion of purposes, problems, and methods of graduate study in Romance languages. Elements of critical method, research techniques, and scholarly writing. Psaki, Rendall.
625 Modern Criticism (4) Study of selected modern critics such as Barthes, Genette, Foucault, Derrida, and Lyotard. Rendall.
627 Literature and Ideology (4R) Introduction to literary theories that inscribe texts into the contexts of cultural power structures. Readings may be selected from Marx, Lukács, Adorno, Foucault, Barthes, Habermas, and others. R when topic changes. Sohlich.
631, 642 Medieval Lyric Poetry (4,4) Introduction to Old Provençal through the reading of easy prose texts and selected lyrics. Stress on the diversity of Provençal poetry and its contribution to Renaissance and later conceptions of relationships between men and women. Prereq: reading knowledge of French, Italian, or Spanish. Altman, Psaki.

FRENCH COURSES (FR)

Native speakers of French or students whose competence in the language already exceeds the scope of the course may not enroll in lower-division courses.

101, 102, 103 First-Year French (5,5,5) Introduction to French stressing the development of listening, speaking, reading, and writing skills through a communicative approach. Taught in French.

104, 105 Intensive First-Year French (6,6) Covers in two terms the work of FR 101, 102, 103. Cannot be taken in any combination with FR 101, 102, 103 to total more than 15 credits of first-year French.

199 Special Studies: [Term Subject] (1–3R)
201, 202, 203 Second-Year French (4,4,4) Development of reading, writing, and speaking skills; study of short literary and cultural texts; considerable attention paid to oral use of the language.

204, 205 Intensive Second-Year French (6,6) Covers in two terms the work of FR 201, 202, 203. Cannot be taken in any combination with FR 201, 202, 203 to total more than 12 credits of second-year French.

311, 312, 313 French Composition and Conversation (3,3,3) Exercises in pronunciation, comprehension, and composition in cultural or literary context. Opportunities for conversation. Conducted in French. Prereq: two years of college French or equivalent.

315 French Pronunciation and Phonetics (3) Introduction to French phonetics designed to help students develop better pronunciation and to introduce them to the French sound system. Special attention to individual difficulties.

321, 322, 323 Introduction to French Literature (3,3,3) Representative works from the Middle Ages to the present. 321: Middle Ages and 16th century. 322: 17th and 18th centuries. 323: 19th and 20th centuries. Prereq: two years of college French or equivalent. May be taken in any order.

330 French Poetry (3) Poems from the Middle Ages to the 20th century, literary movements, introduction to textual analysis and modern critical approaches. Prereq: two years of college French or equivalent. Calin, Desroches, Gould, Sohlich.


332 Short Fiction (3) Selected short fiction by such authors as Voltaire, Diderot, Mérimée, Maupassant, Camus, Aymé, Beckett, Robbe-
Grillet. Some attention given to the evolution of the short story as a genre. Prereq: two years of college French or equivalent. Desroches. 


399 Special Studies: [Term Subject] (1-4R) R when topic changes. 

403 Thesis (3-6R) Departmental honors students only. 

405 Reading and Conference: [Term Subject] (1-6R) 

407/507 Seminar: [Term Subject] (2-6R) 

409 Practicum: [Term Subject] (1-4R) P/N only 

410/510 Experimental Course: [Term Subject] (2-4R) 


415/515 French Culture and Civilization (3) Political and social backgrounds of French literature; introduction to French music and art. Prereq: FR 311, 312, 313 or FR 321, 322, 323 or equivalents. Marlow, Sohlich. 

435/535 Autobiographical Writings by Women (4) Autobiographical works by authors such as George Sand, Colette, Simone de Beauvoir, Marguerite Duras, and Nathalie Sarraute. Specific works and writers vary. Brox. 


455/555 Racine (4) Intensive study of representative plays by Racine with emphasis on modern criticism. Prereq: FR 321, 322, 323 or equivalents. Marlow, Rendall. 


462/562 Les Philosophes (4) Evolution and triumph of the philosophical movement in 18th-century France through close study of key works of the major philosophers. Prereq: FR 321, 322, 323 or equivalents. Desroches. 


490/590 20th-Century Literature: [Term Subject] (4R) Changing topics concerning either trends or particular authors representative of 20th-century French literature. R when topic changes. Brox, Calin, Sohlich. 


503 Thesis (1-16R) PIN only 

601 Research (2-6R) P/N only. Prereq: instructor's consent. 

603 Dissertation (1-16R) P/N only 

605 Reading and Conference: [Term Subject] (1-6R) 

607 Seminar: [Term Subject] (2-6R) 

608 Workshop: [Term Subject] (2-12R) Teaching Methods is offered annually. Other workshops may be offered. 

609 Practicum: [Term Subject] (1-4R) P/N only 


633 Topics in Modern French Drama (4) Topics may include dramatic theory, modes of critical inquiry, and trends in contemporary theater such as the avant-garde, metathater, or political theater. Sohlich. Not offered 1992-93. 


640 Introduction to Medieval French Literature (4) Initiation to reading texts in Old French. Study of works representing a range of genres including lyric poetry, chansons de geste, romance, and theater. Altmann. 


645 Montaigne (4) Intensive study of selected essays by one of the most influential French writers. Emphasis on structural features of ex­sayistic discourse, problems of self-representation, intertextuality, and interpretation. Randell. 


ITALIAN COURSES (ITAL) 

Native speakers of Italian or students whose competence in the language already exceeds the scope of the course may not enroll in lower-division courses. 

101, 102, 103 First-Year Italian (5,5,5) Introduction to Italian stressing speaking, reading, writing, and comprehension skills. 

104, 105 Intensive First-Year Italian (6,6) Covers in two terms the work of ITAL 101, 102, 103. Cannot be taken in any combination with ITAL 101, 102, 103 to total more than 15 credits of first-year Italian. 

199 Special Studies: [Term Subject] (1-3R) 

201, 202, 203 Second-Year Italian (4,4,4) Review of grammar, reading of short literary and cultural texts, development of speaking and writing skills. Conducted in Italian. 

204, 205 Intensive Second-Year Italian (6,6) Covers in two terms the work of ITAL 201, 202, 203. Cannot be taken in any combination.
with ITAL 201, 202, 203 to total more than 12 credits in second-year Italian.

311, 312, 313 Italian Composition and Conversation (3,3,3) Italian grammar and idioms; extensive work in oral communication and written composition based on cultural or literary themes. Conducted in Italian. Prereq: two years of college Italian or equivalent. Giustina.

321, 322, 323 Survey of Italian Literature (3,3,3) Major literary works from the Middle Ages to the present with attention to techniques of literary analysis. Prereq: two years of college Italian or equivalent. Conducted in Italian. Psaki. Not offered 1992-93.


387 Reading Italian (3) Italian for students for scholars in other disciplines who need to be able to read Italian texts in their field. Conducted in English. Psaki. Not offered 1992-93.

399 Special Studies: [Term Subject] (1-4R) R when topic changes.

403 Thesis (3-6R) Departmental honors students only.

405 Reading and Conference: [Term Subject] (1-6R) Guided reading.

407/507 Seminar: [Term Subject] (2-6R) Recent topics include the Decameron, Fascism in Fiction and Film, Italian Poetry, Literature of the Italian Enlightenment, Pirandello.

408 Workshop: [Term Subject] (2-12R) Special group activities such as production of Italian plays. Prereq: two years of college Italian or instructor's consent.

409 Practicum [Term Subject] (1-4R) P/N only

410/510 Experimental Course: [Term Subject] (2-4R)

441/541 Boccaccio and His Influence (4) Focuses on the Decameron; also covers familiar adaptations by Marguerite de Navarre, Chaucer, Vernesenskaya, Passolini. Psaki.

442/542 Revival of Greek in Renaissance Florence (4) Explores how the revival, imitation, and emulation of ancient Greek writers broadened the contents and enriched the forms of existing genres and gave rise to new ones in Renaissance Florence. Not offered 1992-93.

443/543 Politics and Literature in Renaissance Italy (4) Study of the literary treatment of significant sociopolitical events in the works of several writers, particularly Mchiovi, Guicciardini, and Castiglione. Not offered 1992-93.

444/544, 445/545, 446/546 Dante and His Times (4,4,4) Historical and literary background of the Divine Comedy; study of the poem and of Dante's minor works; Petrarch and Boccaccio. Psaki. Not offered 1992-93.

447/547 Petrarch's Poetry and Its Influence on Western Lyric (4) Petrarch's poems: their themes and formal features; their influence on some of the major poets of Western Europe, particularly Italy, France, Spain, and England. Prereq: previous work in literature, instructor's consent.


496/596 20th-Century Italian Poetry (4) Major poetic figures and movements from D'Annunzio to the present including the futurists, Saba, Ungaretti, and Montale. Psaki. Not offered 1992-93.


RL 503 Thesis (1-16R) P/N only

601 Research (2-6R) P/N only. Prereq: instructor's consent.

603 Dissertation (1-16R) P/N only

605 Reading and Conference: [Term Subject] (1-6R)

607 Seminar: [Term Subject] (2-6R) Recent topics include Dante, Petrarch, and Boccaccio; The Italian Lyric: Verga's Narrative.

608 Workshop: [Term Subject] (2-12R) Teaching Methods is offered each fall term.

609 Practicum: [Term Subject] (1-4R) P/N only

SPANISH COURSES (SPAN)

Native speakers of Spanish or students whose competence in the language already exceeds the scope of the course may not enroll in lower-division courses.

101, 102, 103 First-Year Spanish (5,5,5) Emphasis on the development of listening, speaking, reading, and writing skills using a communicative approach. Taught in Spanish. 104, 105 First-Year Spanish (6,6) Covers in two terms the work of SPAN 101, 102, 103. Cannot be taken in any combination with SPAN 101, 102, 103 to total more than 15 credits of first-year Spanish.

199 Special Studies: [Term Subject] (1-3R)

201, 202, 203 Second-Year Spanish (4,4,4) Oral and written exercises designed to help the student acquire correct and fluent use of Spanish. Selections from representative authors. 204, 205 Intensive Second-Year Spanish (6,6) Covers in three terms the work of SPAN 201, 202, 203. Cannot be taken in any combination with SPAN 201, 202, 203 to total more than 12 credits of second-year Spanish.

311, 312, 313 Spanish Composition and Conversation (3,3,3) Oral and written practice; review of fundamentals of grammar. Cultural and literary examples of the language. Relative emphasis on grammar, composition, and conversation. Prereq: two years of college Spanish or equivalent.


321 Introduction to the Reading of Spanish Literature (3) Interpretation of literary texts; introduction to critical writing.

322 Medieval Spanish Literature (3) Cantar de mio Cid, the Libro de buen amor, and La Celestina. Topics include medieval epic, comedy, and parody, courtly love. Spanish social and intellectual history. Prereq: SPAN 321. E. Davis, Jackson, May.


324 Modern Spanish Literature (3) Major themes and forms of 19th- and 20th-century Spanish literature. Training in the application of basic critical concepts to selected modern works. Prereq: SPAN 321. Ayora, Jackson, May.


328 Chicano Literature (3) Novels, essays, dramas, and poems of Chicano writers in Spanish and English; their relationship to Hispanic and Anglo-American tradition. SPAN 321 recommended. Epple.


399 Special Studies: [Term Subject] (1-4R) R when topic changes.

403 Thesis (3-6R)

405 Reading and Conference: [Term Subject] (1-6R)

407/507 Seminar: [Term Subject] (2-6R) Recent topics include Central American Literature, Contemporary Poetry, Galdós, Love in the Golden Age, Mexican Literature, Modern Narrative, New Spanish-American Novel, Pacific Region Writers, Spanish Naturalism.

408 Workshop: [Term Subject] (1-12R) Special on campus activities in Spanish.

409 Practicum: [Term Subject] (1-4R) P/N only

410/510 Experimental Course: [Term Subject] (2-4R) Recent topics include Central American Literature, Contemporary Poetry, Saldías, Love in the Golden Age, Mexican Literature, Modern Narrative, New Spanish-American Novel, Pacific Region Writers, Spanish Naturalism.

411/511, 412/512, 413/513 Advanced Spanish Composition and Conversation (3,3,3) Prereq: SPAN 311, 312, 313 or equivalents.

435/535 Spanish-American Short Story (4) The short story in Latin American literature. Readings from major Spanish-American authors such as Quiroga, Borges, Cortázar, Donoso, García Márquez, Arcoela, Rulfo.


452/552 Renaissance and Baroque Poetry (4) Petrarchism of Garcilaso and Herrera; traditional forms, especially the romance; poetry of Fray Luis de Leon, San Juan de la Cruz, Santa Teresa, Gongora, Lope de Vega, and Quevedo. Prereq: SPAN 323. E. Davis, Powers.


460 Don Quixote (3) Don Quixote's importance in the development of the modern novel. The text may be read either in Spanish or in English translation, but Spanish majors must do the reading in Spanish. Prereq for students who want to do the reading in Spanish: SPAN 321. E. Davis, Jackson, Verano.


RL 503 Thesis (1–16R) P/N only

609 Practicum: [Term Subject] (1–4R) P/N only

The department has hosted eight Soviet Russian-language teachers since 1987 and recently established the Marjorie Lindholm Professorship of Russian Language, Literature, and Culture. Students and faculty members actively participate in the Eugene-Irkutsk Sister City Committee and its programs.

**Preparation.** Students considering a major or minor in Russian should declare their interest as early as possible in their academic careers in order to satisfy the requirements within four years of undergraduate study. A background in foreign languages, literature, history, and international or global studies at the high school or community college level is recommended for students preparing to major in Russian.

**Major Requirements**

Candidates for the bachelor of arts (B.A.) degree in Russian are required to take 48 credits of course work beyond the second-year language sequence (RUSS 201, 202, 203) or its equivalent. The 48 credits must include the following courses:

- Introduction to Russian Literature (RUSS 204, 205, 206)
- Third-Year Russian (RUSS 316, 317, 318)

In addition, 18 credits or more must be taken from the following electives in Russian literature, linguistics, and culture:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great Russian Novels, Short Stories, Plays</td>
<td>3</td>
</tr>
<tr>
<td>Experimental Course (RUSS 410)</td>
<td>3</td>
</tr>
<tr>
<td>Fourth-Year Russian (RUSS 416, 417, 418)</td>
<td>3</td>
</tr>
<tr>
<td>Pushkin (RUSS 419)</td>
<td>3</td>
</tr>
<tr>
<td>Modern Russian Poetry (RUSS 422)</td>
<td>3</td>
</tr>
<tr>
<td>Dostoevsky (RUSS 424)</td>
<td>3</td>
</tr>
<tr>
<td>Tolstoy (RUSS 425)</td>
<td>3</td>
</tr>
<tr>
<td>Gogol (RUSS 426)</td>
<td>3</td>
</tr>
<tr>
<td>Turgenev (RUSS 427)</td>
<td>3</td>
</tr>
<tr>
<td>Chekhov (RUSS 428)</td>
<td>3</td>
</tr>
<tr>
<td>Twentieth-Century Russian Literature (RUSS 429)</td>
<td>3</td>
</tr>
<tr>
<td>Contemporary Russian Literature (RUSS 430)</td>
<td>3</td>
</tr>
<tr>
<td>Vladimir Nabokov (RUSS 431)</td>
<td>3</td>
</tr>
<tr>
<td>Structure of Russian (RUSS 440, 441, 442)</td>
<td>3</td>
</tr>
<tr>
<td>Russian Phonetics (RUSS 443)</td>
<td>3</td>
</tr>
</tbody>
</table>

Students preparing for graduate work in Russian are advised to take either French or German and to complete a balanced program of related courses in the social sciences and humanities.

**Honors.** To earn a bachelor of arts with honors in Russian, a student must maintain a 3.50 grade point average (GPA) and submit a 3-credit honors project or thesis approved by the departmental honors committee.

**Sample Program**

New students considering a major in Russian may want to enroll in the following courses during their first year at the university:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td></td>
</tr>
<tr>
<td>First-Year Russian (RUSS 101)</td>
<td>5</td>
</tr>
<tr>
<td>Geography of the Soviet Union (GEOG 204)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Russian Literature (RUSS 204)</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilization (HIST 101)</td>
<td>4</td>
</tr>
<tr>
<td>College Composition I (WR 121)</td>
<td>3</td>
</tr>
<tr>
<td>Winter Term</td>
<td></td>
</tr>
<tr>
<td>First-Year Russian (RUSS 102)</td>
<td>5</td>
</tr>
<tr>
<td>Introduction to Russian Literature (RUSS 205)</td>
<td>3</td>
</tr>
</tbody>
</table>

Science elective ........................................................................... 3
Western Civilization (HIST 102) .................................................................. 4
College Composition II (WR 122) ...................................................... 3

**Spring Term**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Russian (RUSS 103)</td>
<td>5</td>
</tr>
<tr>
<td>Introduction to Russian Literature (RUSS 206)</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilization (HIST 103)</td>
<td>4</td>
</tr>
<tr>
<td>Great Religions of the World (REL 203)</td>
<td>3</td>
</tr>
<tr>
<td>Soviet Life and Culture (RUSS 243)</td>
<td>2</td>
</tr>
</tbody>
</table>

**Minor Requirements**

The Russian department offers a minor in Russian for students who want to combine Russian studies with international or Russian and East European studies. The Russian minor is particularly useful for students majoring in international studies, marketing, history, art, history, music, speech, theater arts, telecommunication, film, journalism, humanities, sociology, political science, and other foreign languages and literatures.

The minor in Russian requires 26–27 credits (15 of which must be upper division) in Russian language, literature, and culture, distributed as follows:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>26–27</td>
</tr>
<tr>
<td>Introduction to Russian Literature (RUSS 204, 205, 206) or Great Russian Novels, Short Stories, Plays (RUSS 207, 208, 209)</td>
<td>9</td>
</tr>
<tr>
<td>Third-Year Russian (RUSS 316, 317, 318)</td>
<td>12</td>
</tr>
<tr>
<td>Approved departmental lower-division elective in Russian culture such as Topics in Russian Culture (RUSS 240, 241, 242) or Soviet Life and Culture (RUSS 243)</td>
<td>2–3</td>
</tr>
<tr>
<td>First- and second-year Russian may not be applied toward the minor.</td>
<td>15</td>
</tr>
<tr>
<td>Adult courses submitted for the Russian minor must be completed with grades of mid-C or better.</td>
<td>15</td>
</tr>
<tr>
<td>Thesis or to complete project.</td>
<td>9</td>
</tr>
</tbody>
</table>

**Third-Year Russian (RUSS 316, 317, 318)**

12 Approved departmental lower-division elective in Russian culture such as Topics in Russian Culture (RUSS 240, 241, 242) or Soviet Life and Culture (RUSS 243) 2–3 Approved departmental upper-division elective in Russian literature or culture 3

**Rural and East European Studies Certificate.** A Russian major or minor fulfills many of the requirements for a certificate in Russian and East European studies. For more information, see the Russian and East European Studies section of this bulletin.

**Studying Abroad in the Commonwealth of Independent States and Eastern Europe.** Qualified students of Russian have the opportunity to spend a summer, semester, or academic year in the Commonwealth of Independent States (CIS)—either in the Council on International Educational Exchange (CIEE) Cooperative Russian Language Program, of which the University of Oregon is an affiliate, at Gorky Institute, St. Petersburg State University, Tver State University, or Novosibirsk State University, or in the Russian program at Moscow's Pushkin Institute, sponsored by the American Council of Teachers of Russian (ACTR). Opportunities also exist for study in Czechoslovakia, Hungary, and Poland, and limited fellowship aid is available for these programs.

**Students in all University of Oregon overseas study programs enroll in courses with prefix that are unique to individual programs. Special course numbers are reserved for overseas study.**

See Overseas Study in the Special Studies section of this bulletin. Students interested in study in the CIS or Eastern Europe should write or call Pat Gallagher, Office of International Education and Exchange, 330 Oregon Hall; telephone (503) 346-3206.

**Secondary School Teaching**

The Department of Russian offers work toward both the bachelor of arts degree program in Russian and the bachelor of science degree program in Russian Studies section of this bulletin. Students interested in certification in Russian should consult their college of education's office of student support services. N17 Education Building.

**GRADUATE STUDIES**

**Master of Arts Requirements**

The master of arts (M.A.) degree program in Russian provides substantive training and experience in Russian language, literature, and linguistics for students who want to prepare for careers in teaching, research, translation, business, or government service. Creative imagination, a spirit of commitment to the Slavic field, and a knowledge of Russian sufficient for graduate work are the principal prerequisites for admission. Promising students with insufficient preparation in either Russian language or literature may be admitted conditionally.

**New Students.** A combined advisory conference and qualifying examination is conducted during the first term of residence for each new graduate student in Russian. Before the middle of the first term of study, each new student takes a diagnostic placement examination in written and spoken Russian.

**Course Requirements**

At least 45 credits beyond the bachelor's degree, of which at least 15 must be in Russian literature, 15 in Slavic linguistics, and—for students electing to write a master's degree thesis or to complete projects—9 credits of Thesis (RUSS 503) and 6 credits of electives in Slavic language and culture approved by the department faculty. Fifteen credits of approved departmental electives in Slavic language and culture are required for students submitting two acceptable graduate research papers or projects instead of a thesis. To develop and demonstrate research and writing skills, graduate students are required to produce a term paper for each literature course or seminar taken. Of the 45 credits, at least 24 must be taken for letter grades, including at least 9 at the 600 level, and in residence at the university.

**Sample Program**

The sample program below shows a typical two-year M.A. program in Russian.

<table>
<thead>
<tr>
<th>Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>27 credits</td>
</tr>
<tr>
<td>Old Church Slavonic (RUSS 640), History of Russian (RUSS 641, 642)</td>
<td>9</td>
</tr>
<tr>
<td>Russian literature (three courses)</td>
<td>9</td>
</tr>
<tr>
<td>Electives (three courses)</td>
<td>9</td>
</tr>
<tr>
<td>Second Year</td>
<td>36 credits</td>
</tr>
<tr>
<td>Structure of Russian (RUSS 540, 541, 542)</td>
<td>9</td>
</tr>
<tr>
<td>Russian literature (three courses)</td>
<td>9</td>
</tr>
<tr>
<td>Electives (three courses)</td>
<td>9</td>
</tr>
<tr>
<td>Thesis</td>
<td>9</td>
</tr>
</tbody>
</table>
Foreign Language. The student must pass a reading examination in French, German, or another relevant foreign language before taking the M.A. examinations.

Reading List. The student is responsible for all primary sources on the M.A. reading list, available in the department office. Secondary materials, which place the primary sources in historical or literary contexts, are highly recommended.

Examinations. Based on the M.A. reading list and on course work completed by the student, the M.A. examinations are written and oral:

1. Written (four to five hours)
   a. Russian literature (three hours) — questions covering folklore; 19th- through 20th-century literature; and Russian literary theory, history, and criticism
   b. Linguistics (one to two hours) — questions covering Old Church Slavonic and the history and structure of the Russian language

2. Oral (one and one-half to two and one-half hours)
   a. Defense of M.A. thesis, project or seminar papers
   b. Discussion of written examination, course work, and related matters

RUSSIAN COURSES (RUSS)

101, 102, 103 First-Year Russian (5,5,5) Elementary Russian grammar, reading, conversation, and composition. Beebe.


121 Spoken Russian: [Term Subject] (1–2R) R twice for maximum of 6 credits.

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R) Russian on Computers and the Second Russian Revolution are current topics. R when topic changes.

200 Innovative Education: [Term Subject] (1–3R) R when topic changes.


204, 205, 206 Introduction to Russian Literature (3,3,3) Survey of Russian literature from its origins to the present; special emphasis on Pushkin, Gogol, Turgeniev, Dostoevsky, Tolstoy, and Chekhov. All readings, lectures, and discussions in English. Leong.


221 Spoken Russian (1–2R) R twice for maximum of 6 credits.

240, 241, 242 Topics in Russian Culture (3,3,3) Comparative aesthetics and development of art, film, architecture, music, and literature within the context of Russian intellectual history. All readings, lectures, and discussions in English. A recent topic is Russian culture in film. Leong. Not offered 1992–93.

243 Soviet Life and Culture (2) Introduction to Soviet life and culture; lectures and discussion on education, employment, living conditions, media, political systems, health care, popular culture, and other topics.

316, 317, 318 Third-Year Russian (4,4,4) Intensive study in Russian of literary works by representative 19th- and 20th-century writers; extensive practice in speaking, writing, and comprehension. Prereq: two years of college Russian or equivalent. Yurevich.

399 Special Studies: [Term Subject] (1–4R) R when topic changes.

400 Innovative Education: [Term Subject] (1–3R) R when topic changes.

401 Research (2–6R) Prereq: instructor's consent.

403 Thesis (3–6R)

405 Reading and Conference: [Term Subject] (1–6R) Prereq: instructor's consent. R when topic changes.

406 Field Studies (1–21R) Prereq: instructor's consent. R when topic changes.

407/507 Seminar: [Term Subject] (2–4R) Prereq: instructor's consent. R when topic changes.

408/508 Workshops: [Term Subject] (1–12R) Special on-campus activities in Russian. R when topic changes.

409 Supervised Tutoring Practicum: [Term Subject] (1–3R) P/N only


419/519 Pushkin (3) Pushkin's narrative and lyric poetry, dramas, prose fiction, folk stylizations, and Eugene Onegin, with emphasis on his aesthetics and its influence on the development of modern Russian literature. Bilingual readings; lectures and discussions in English. Not offered 1992–93.


422/522 Modern Russian Poetry (3) Detailed study of Russian symbolism, acmeism, futurism, and contemporary poetry. All readings in Russian. Rice.


427/527 Turgenev (3) Literary development and context of Turgenev's art; analysis of the novels Rudin, A Nest of Gentlefolk, On the Eve, Fathers and Sons, Smoke, Virgin Soil as well as stories, plays, and critical essays. Readings in English. Rice.


429/529 20th-Century Russian Literature (3) Major developments in Russian literature since 1917; theory and practice of "socialist realism"; representative works by Babel, Gorky, Olesha, Shukshin, Trifonov, Rasputin, Zamiatin, and others. Readings in English. Leong.

430/530 Contemporary Russian Literature (3) Discussion of works by Solzhenitsyn, Mandel'shtam, Tertz-Simiaevski, Zin'ev, Pasternak, Tsvetaeva, Voinovich, Sokolov, Akhmatova, and Brodski. Readings and discussions in English. Leong.


443/543 Russian Phonetics (3) Scientific study of Russian sounds, rhythms, and intonation; supervised individual practice. Prereq: two years of college Russian or equivalent. Lukanova.

503 Thesis (3–6R) P/N only. Prereq: instructor's consent.

601 Research (2–6R) P/N only. Prereq: instructor's consent.

602 Supervised College Teaching (1–5R)

605 Reading and Conference: [Term Subject] (1–6R) Prereq: instructor's consent.

606 Field Studies (1–16R)

607 Seminar: [Term Subject] (1–5R) A recent topic is Russian Modernism.

608 Colloquium: [Term Subject] (2–4R) R when topic changes.

609 Supervised Tutoring Practicum: [Term Subject] (1–3R) P/N only

610 Experimental Course: [Term Subject] (1–5R)


621 Old Russian Literature (5) The system of literary genres in Kievian Rus', its development, its bonds with oral poetry and other aesthetic forms, and its significance for modern Russian civilization. Conducted in English


640 Old Church Slavonic (3) History and grammar of Old Church Slavonic sound system, morphology, and elements of syntax; reading of texts. Beebe.

641, 642 History of Russian (3,3) East Slavic phonology and morphology from Common Slavic to the present. Dialectal divergence in Old Russian and the modern literary languages. Dialects of East Slavic. Reading of Old and Middle Russian texts. Beebe.

### EAST EUROPEAN COURSES (SLAV)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>196</td>
<td>Field Studies (1–2R)</td>
<td></td>
</tr>
<tr>
<td>198</td>
<td>Workshop: [Term Subject] (1–2R)</td>
<td></td>
</tr>
<tr>
<td>199</td>
<td>Special Studies: [Term Subject] (1–3R)</td>
<td>R when topic changes.</td>
</tr>
<tr>
<td>200</td>
<td>Innovative Education: [Term Subject] (1–3R)</td>
<td>R when topic changes.</td>
</tr>
<tr>
<td>399</td>
<td>Special Studies: [Term Subject] (1–4R)</td>
<td>R when topic changes.</td>
</tr>
<tr>
<td>400</td>
<td>Innovative Education: [Term Subject] (1–3R)</td>
<td></td>
</tr>
<tr>
<td>401</td>
<td>Research (2–6R)</td>
<td>Prereq: instructor's consent.</td>
</tr>
<tr>
<td>403</td>
<td>Thesis (3–6R)</td>
<td>Prereq: instructor's consent.</td>
</tr>
<tr>
<td>405</td>
<td>Reading and Conference: [Term Subject] (1–6R)</td>
<td>R when topic changes.</td>
</tr>
<tr>
<td>406</td>
<td>Field Studies (1–21R)</td>
<td></td>
</tr>
<tr>
<td>407/507</td>
<td>Seminar: [Term Subject] (2–4R)</td>
<td>R when topic changes.</td>
</tr>
<tr>
<td>408/508</td>
<td>Colloquium: [Term Subject] (2–4R)</td>
<td>R when topic changes.</td>
</tr>
<tr>
<td>409</td>
<td>Supervised Tutoring Practicum: [Term Subject] (1–3R)</td>
<td>Prereq: instructor's consent.</td>
</tr>
<tr>
<td>410/510</td>
<td>Experimental Course: [Term Subject] (2–6R)</td>
<td>R when topic changes.</td>
</tr>
<tr>
<td>420/520</td>
<td>Slavic Civilization (3)</td>
<td>Introduction to the cultures and civilizations of Russia, the Commonwealth of Independent States, and East Europe and their contributions to world culture.</td>
</tr>
<tr>
<td>454/554, 455/555, 456/556</td>
<td>Advanced Romanian (4,4,4)</td>
<td>Reading of Romanian literary texts; composition and discussion in Romanian. Active development of vocabulary. Prereq: SLAV 453/553 or equivalent. Offered irregularly.</td>
</tr>
<tr>
<td>470/570, 471/571, 472/572</td>
<td>First-Year Bulgarian (4,4,4)</td>
<td>Elementary grammar, conversation, reading, and composition. Offered irregularly.</td>
</tr>
</tbody>
</table>
Overseas Study. Students are encouraged to study in the region, especially in countries that have programs associated with the University of Oregon—Moscow, St. Petersburg, Tver, Novosibirsk in Russian; Warsaw, Poland; Prague, Czechoslovakia; and Szeged, Hungary. Some programs have language requirements. More information is available in the Office of International Education and Exchange.

Cultural Programs. The REESC program sponsors lectures, panel discussions, symposia, films, exhibitions, concerts, and festivals. These presentations involve scholars from other institutions in the United States and Europe as well as specialists at the university. In addition, the REESC faculty engages in outreach activities with local schools, community groups, and organizations such as the Eugene-Intrust Sister City Committee.

Resources. The University of Oregon Library contains more than 100,000 volumes in the Russian language, a growing collection of Slavic and East European studies curriculum (e.g., anthropology, art history, geography, history, literature, political science). No more than two electives may be taken in any one department. Such courses are usually offered by REESC faculty members; other courses may be approved by the director.

Graduate Certificate Requirements

1. Language: four years of college study (or the equivalent) in languages of the region. Russian is offered regularly; East European languages are offered occasionally

2. Core program (two courses)

a. Slavic Civilization (SLAV 420), an introductory course offered each year

b. 3 credits, taught by an REESC faculty member, in Research (SLAV 401), Thesis (SLAV 403), Reading and Conference (SLAV 405), or Seminar (SLAV 407)

3. Electives (five courses): including seminars and courses in substantive Russian and East European area studies and covering at least three non-language disciplines of the Russian and East European studies curriculum (e.g., anthropology, art history, geography, history, literature, political science). No more than two electives may be taken in any one department. Such courses are usually offered by REESC faculty members; other courses may be approved by the director.

Graduate Certificate Requirements

1. Language: four years of college study (or the equivalent) in languages of the region. Russian is offered regularly; East European languages are offered occasionally

a. Option 1: four years of one language

b. Option 2: two or three years of one language and one or two years of another language to total four years; German may not be used except by petition

2. Core program (three courses)

a. Slavic Civilization (SLAV 520), an introductory course offered each year, taken in conjunction with 3 credits of Research (SLAV 601), resulting in a research paper or project that is supervised by an REESC faculty member

b. 3 credits, taught by an REESC faculty member, in Seminar (SLAV 507 or 607) or Colloquium (SLAV 508 or 608)

3. Electives (five courses): including seminars and courses in substantive Russian and East European area studies and covering at least three non-language disciplines of the Russian and East European studies curriculum (e.g., anthropology, art history, geography, history, literature, political science). No more than two electives may be taken in any one department. Such courses are usually offered by REESC faculty members; other courses may be approved by the director.

Elective Courses

Undergraduate and graduate electives may be chosen from, but are not limited to, the following.

Anthropology and Folklore. Ethnology of Peasant Societies (ANTH 303), Jewish Folklore and Ethnology (ANTH 403)

Art History.Nomadic Art of Eurasia (ARH 381); Seminars: Early Russian Icons, Nomadic Art of Eurasia (ARH 407/507); Byzantine Art (ARH 431/531)

Dance. International Folk Dance I (DANC 178), Balkan and Central European Folk Dance (DANC 179, 279), Eastern European Folk Dance (DANC 182, 282), Character Ballet (DANC 192, 292), Dance and Folk Culture (DAN 301)

Geography. Geography of the Soviet Union (GEOG 204), Seminars (GEOG 407/507, 607)

History. U.S.A.-USSR Shared History (HIST 245); Byzantium and the Slavs (HIST 322, 323, 324); Russia and the Soviet Union (HIST 345, 346, 347); Seminars: Culture and Revolution, Marx and Russia (HIST 407/507); Economic History of Modern Europe (HIST 424/524, 425/525); The Russian Revolution (HIST 446/546, 447/547)


PolITICAL SCIENCE. Communist Political Systems (PS 335); Seminars: Geopolitics of Europe, USSR and Eastern Europe (PS 407/507); Comparative Labor Movements (PS 416/516); Literature and Politics of the USSR and Eastern Europe (PS 418/518); Government and Politics of the Soviet Union (PS 427/517, 428/528); Marxist Political Theories (PS 433/533); Politics of Multi-Ethnic Societies (PS 443/543)

Religious Studies. History of Christianity (REL 321, 322, 323); History of Eastern Christianity (REL 324, 325)

Russian and East European Language, Literature, and Culture

LANGUAGE. First-, Second-, Third-, and Fourth-Year Russian (RUSS 101–103 or 104–105, 201–203, 316–318, 416/418/518); Structure of Russian (RUSS 440/540, 441/541, 442/542); Russian Phonetics (RUSS 443/543); Research Methods in Russian (RUSS 620); Old Church Slavonic (RUSS 640); History of Russian (RUSS 641, 642); Romanian, Hungarian, Bulgarian, Serbo-Croatian, Polish, Czech, and Ukrainian are offered irregularly

LITERATURE. Introduction to Russian Literature (RUSS 204, 205, 206); Great Russian Novels, Short Stories, Plays (RUSS 207, 208, 209); Pushkin (RUSS 415/515); Modern Russian Poetry (RUSS 422/522); Dostoevsky (RUSS 424/524); Tolskyi (RUSS 425/525); Gogol (RUSS 426/526); Turgeniev (RUSS 427/527); Chekhov (RUSS 428/528); 20th-Century Russian Literature (RUSS 429/529); Contemporary Russian Literature (RUSS 430/530); Vladimir Nabokov (RUSS 431/531)

CULTURE. Russian on the Computer (RUSS 199); Topics in Russian Culture: Great Russian Films, Russian and East European Film, Russian Culture in Film, Russian Literature and Music (RUSS 240, 241, 242); Special Studies: Soviet Life and Culture (RUSS 243); Russian Folklore (RUSS 420/520)

Sociology. Classical Marxist Theory (SOC 630); Contemporary Marxist Theory (SOC 635)

Baccalaureate Transfer Credit. Undergraduates who have passed graduate-level courses during their senior year at the University of Oregon—beyond all bachelor's degree requirements—may apply up to 9 credits toward the graduate certificate in Russian and East European studies (within the 15-credit maximum for transfer credit).

Credits in Thesis (RUSS 503), Research (RUSS 601), Reading and Conference (RUSS 605), Colloquium (RUSS 608), and Supervised Tutorial Practicum (RUSS 609) do not qualify.
Work in courses graded B- or better, and P/N courses accompanied by the instructor's statement that the work was of graduate quality, can count toward the requirements of the graduate certificate in Russian and East European studies, with departmental and REESC approval. A Transfer of Baccalaureate Credit form, available at the Graduate School, must be filed within two terms of acceptance into the graduate Russian and East European studies certificate program and within two years of earning the bachelor's degree.

Graduate Transfer Credit. Graduate credit earned while a graduate student in another accredited graduate school may be transferred to the graduate certificate in Russian and East European studies under the following conditions:
1. The total credits transferred may not exceed 15
2. The courses transferred must be relevant to the certificate program as a whole
3. The courses must be approved by the student's home department and by the director of the Russian and East European Studies Center
4. The grades earned must be P (pass), B-, or better
5. Transferred credit does not count toward the requirement of 24 credits in University of Oregon graded graduate courses

SCANDINAVIAN STUDIES
409 Friendly Hall
Telephone (503) 346-4054
Virpi Zuck, Committee Chair

Steering Committee Faculty
Joan R. Acker, sociology
Marian Card Donnelly, art history
James W. Eral, English
Gunilla K. Finrow, architecture
J. Richard Henzskill, library
Paul S. Holbo, history
Sergio Koreisha, decision sciences
Thomas Mills, international education and exchange (ex officio)
Kathleen D. Nicholson, art history
Kenneth D. Ramsing, decision sciences
Michael G. Raymer, physics
Wolfgang F. Sohlch, Romance languages
Virpi Zuck, Germanic languages and literatures

UNDERGRADUATE STUDIES
The Scandinavian Studies Committee endeavors to stimulate interest on campus in Scandinavian culture, society, languages, and history. The committee is a focal point for faculty members and students who want to teach or take courses related to Scandinavia or to do research on Scandinavian countries. Students can get a minor in Scandinavian or a major in German with a German and Scandinavian option.

Overseas Study
Students in all University of Oregon overseas study programs enroll in courses with prefixes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the Special Studies section of this bulletin.

The university has student exchange programs with the University of Copenhagen in Denmark, the University of Tampere in Finland, the University of Bergen in Norway, and the Universities of Linköping and Upsala in Sweden. Area-studies courses that are not offered by the University of Oregon can often be taken at one of the Nordic universities. The courses count toward a Scandinavian minor or the German and Scandinavian option for the German major at the University of Oregon.

Faculty members associated with Scandinavian studies have close ties to the information services of Nordic governments. As a result, the Scandinavian Studies Committee regularly receives books, periodicals, and newspapers from Nordic countries.

The University of Oregon Friends of Scandinavian Studies, a community-based support group, annually awards scholarship assistance to students who are seriously engaged in some aspect of Scandinavian studies.

Curriculum
Courses appropriate for Scandinavian studies have been offered by the anthropology, art history, English, Germanic languages and literatures, political science, sociology, and speech departments. New courses offered by these and other departments provide more opportunities to students who want a Scandinavian focus in their studies.

SOCIOLoGY
736 Prince Lucien Campbell Hall
Telephone (503) 346-5002
Jack Whalen, Department Head

FACULTY
Joan R. Acker, professor (women and feminist theory, stratification and work, the welfare state). B.A., 1946, Hunter; M.A., 1948, Chicago; Ph.D., 1967, Oregon. (1964)
Steven Deutsch, professor (sociology of labor, technology, work environment); director, Center for the Study of Work, Economy, and Community. B.A., 1958, Oberlin; M.A., 1959, Ph.D., 1964, Michigan State. (1966)
Emeriti
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.
Participating
Paul Goldfinger, educational policy and management
Ann P. Hawkins, international studies
Judith H. Hubbard, planning, public policy and management
David Jacobs, political science
Anita Weiss, international studies

UNDERGRADUATE STUDIES

Sociology is the analytical study of the development, structure, and function of human groups and societies. It is concerned with the scientific understanding of human behavior as it relates to, and is a consequence of, interaction within groups. The undergraduate program in the Department of Sociology is intended to provide a broad understanding of human society for students in all fields as well as integrated programs for majors in sociology.

Preparation
High school students planning to major in sociology should take courses in history and social studies. Substantial work in mathematics, English composition, and foreign languages is also desirable. Two-year transfer students are advised to come with a year’s work in introductory-level sociology courses as well as courses that fulfill university group requirements.

Careers
Recent graduates with bachelor’s degrees in sociology are found in all the pursuits normally open to liberal-arts graduates—especially beginning positions in social work, personnel work, recreation, and social studies teaching. Some graduates get additional training in graduate professional schools of social work, business administration, and law. A bachelor’s degree alone is seldom sufficient to allow a person to enter a professional career as a sociologist. Students who seek careers as social scientists enter graduate programs in sociology or related fields.

Departmental Offerings
Undergraduate courses in sociology are given on three levels. Courses at the 200 level provide an introduction to the field. The basic course is the one-term Introduction to Sociology (SOC 204). Students should take SOC 204 and at least two additional courses from the SOC 211-227 range before moving on to upper-division courses.

Courses at the 300 level extend the student’s knowledge of subjects covered in the 200-level courses and provide an introduction to social research methods and social theory.

Courses at the 400 level are advanced and specialized. Most build on background obtained in the 200- and 300-level courses. Upper-division (300- and 400-level) classes are usually smaller in size than the lower-division classes and provide more opportunity for faculty-student interaction. Students should have at least 9 credits in sociology before taking 400-level courses.

Interest Areas
The Community, Urban Affairs, Population, and Resources
Communities, Population, and Resources (SOC 220), World Population and Social Structure (SOC 303), The Community (SOC 304), America’s Peoples (SOC 305), Social Demography (SOC 415), Sociology of the Environment (SOC 416), Urbanization and the City (SOC 442), The Urban Community (SOC 443), Sociology of Migration (SOC 444), Sociology of Developing Areas (SOC 450)

Criminology and Delinquency
Social Deviance and Social Control (SOC 211), Introduction to Criminology and Criminal Justice (SOC 340), Theories of Deviance (SOC 439), Criminology (SOC 440), Juvenile Delinquency (SOC 441), Social Organization of Criminal Justice (SOC 471)

Methodology
Introduction to Social Research (SOC 325), Quantitative Methods in Sociology (SOC 326), Sociological Research Methods (SOC 411, 412, 413)

Organizations and Occupations
Organizations and Occupations (SOC 213), Sociology of Work (SOC 446), Industrial Sociology (SOC 447), Sociology of Occupations (SOC 448), Women and Work (SOC 449), Social Stratification (SOC 451), Comparative Class Systems (SOC 452), Bureaucracy, Power, and Society (SOC 470), Changing Organizations (SOC 472)

Social Institutions
Education and Society (SOC 214), Sociology of the Family (SOC 423), Issues in Family Sociology (SOC 425), Sociology of Religion (SOC 461), Political Sociology (SOC 465), Sociology of Knowledge (SOC 466), Sociology of Education (SOC 491)

Social Issues and Movements
Social Issues and Social Movements (SOC 215), Introduction to the Sociology of Women (SOC 216), Race, Class, and Ethnic Groups (SOC 222), American Society (SOC 301), Political Economy (SOC 420), Sociology of Race Relations (SOC 443), Social Stratification (SOC 451), Comparative Class Systems (SOC 452), Sociology of Women (SOC 455), Systems of War and Peace (SOC 464), Sociology of Social Welfare (SOC 467)

Social Psychology
Introduction to Social Psychology (SOC 227), Socialization and Society (SOC 314), Social Psychology of the Family (SOC 424), Social Psychology (SOC 428), Social Self and Identity (SOC 429), Language and Social Interaction (SOC 435), Sex and Identity: Theoretical Perspectives (SOC 456)

Social Theory
Social Change (SOC 349), Development of Sociology (SOC 370), Contemporary Sociological Perspectives (SOC 371, 372), Marxist Sociological Theory (SOC 375)

Major Requirements
1. A minimum of 42 credits in undergraduate sociology courses
2. At least 24 of the 42 credits must be taken for letter grades and passed with grades of mid-C or better. The remaining 18 credits must be passed with grades of C- or P or better
3. A minimum of 30 of these 42 credits must be upper division, excluding SOC 400 and 409. Of these 30, at least 21 credits must be in courses other than SOC 401, 403, 405, or 406. Of these 21, at least 12 credits must be taken at the university
4. Completion of the following courses:
   a. Introduction to Social Research (SOC 325)
   b. Quantitative Methods in Sociology (SOC 326)
   c. Development of Sociology (SOC 370)

Planning a Program
An adviser is assigned to each student at the time the major is declared. The department also maintains an active peer advising program. Undergraduate students can receive a variety of advising services from the peer advisers, who maintain regular office hours. With the help of peer advisers and the faculty adviser, the student should set out a model program that emphasizes those experiences most useful for the student’s educational and career objectives. Several suggested model programs are listed below. It is essential, however, that students consult their advisers concerning the selection of specific courses. Students with specific career plans may also consult the Career Planning and Placement Service, 244 Hendricks Hall, for advice on suitable course programs.

General Sociology
Students who want a broad liberal-arts education should begin with SOC 204 and several other 200-level courses in their freshman and sophomore years. These lower-division courses provide an introduction to the discipline with emphasis on how sociology can be applied to contemporary social issues.

In their junior and senior years, students specializing in general sociology may choose from courses that provide more depth in the study of social institutions. Courses on social stratification, social psychology, and social change help to tie these diverse areas together by providing perspectives that are useful in the study of any institutional area. Finally, courses in sociological theory and methodology provide general analytical and research skills that are useful both in sociology courses and in whatever activities the student pursues after graduation.

Social Service Professions
The social service professions are those that help people. They include social work, counseling, community relations, housing, labor relations, and human resources. Students majoring in sociology who want to enter one of the helping professions should take at least one course in sociological methodology, at least two courses in social...
Students may apply to the honors program at any time during or after the third term of their sophomore year but no later than the first term of their senior year. The program is open not only to students enrolled in the University's Clark Honors College but also to any outstanding and highly motivated student who wants a rewarding intellectual experience.

Within the program, students planning advanced training in sociology may also be interested in qualified students who eventually plan to enter other professional fields.

More information about the honors program, including how to apply, is available in the department office.

Preparing for Graduate Study

Students planning to do graduate work in sociology should have a strong background in sociological theory and research methods well beyond the required courses. Besides taking advanced courses in areas of special interest to them, students planning graduate study should take a substantial number of upper-division courses in the other social sciences.

Applications to graduate school should be made in fall or winter the year before the student plans to enter a graduate program. Students considering graduate school should talk to their faculty advisers about programs at various schools, experiences to increase the chances of admission, and requirements for students in graduate programs in sociology.

GRADUATE STUDIES

The graduate program of the Department of Sociology is intended primarily to lead to the doctor of philosophy (Ph.D.) degree.

Students seeking an advanced degree in sociology should have achieved a grade point average (GPA) of 3.00 or better in their undergraduate work in social sciences. Admission is not restricted to students with undergraduate majors in sociology, although the chance of admission is considerably reduced for someone without an undergraduate work in sociology.

Students admitted to the graduate program with a bachelor's degree are required to complete 54 credits of graduate-level work—all graded except work in Research (SOC 601), Thesis (SOC 603), Reading and Conference (SOC 605), or Supervised Field Study (SOC 606). Students should be able to complete the 54-credit requirement in their first six terms of enrollment. Those maintaining a GPA of 3.00 or better are awarded either a master of arts (M.A.) or a master of science (M.S.) degree upon completion of this requirement.

Prior to being admitted to the doctoral program, students must pass the departmental qualifying examination in theory and methods. After passing this examination, the student defines at least two fields of specialization and prepares for comprehensive examinations in these areas. Upon passing the comprehensive examinations, the student is advanced to Ph.D. candidacy and begins work on the doctoral dissertation, which must embody the results of research and show evidence of originality and ability in independent investigation. Early in their graduate work, students should begin defining the general topic to be covered in the dissertation research.

Many students receive some type of financial assistance. In addition, some graduate students hold part-time teaching or research appointments outside the department.

A booklet, Information for Graduate Students, may be obtained from the department. It describes the graduate program, specifies the materials needed to apply for admission, and includes a current list of faculty members and their research interests. Students applying for graduate admission should submit all necessary materials by February 1.

SOCIOLOGY COURSES (SOC)

Because not every course can be offered every year, students are advised to consult the most recent UO Schedule of Classes or inquire at the Department of Sociology.

196 Field Studies (1–2R)

198 Workshop: [Term Subject] (1–2R)

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

204 Introduction to Sociology (3) The sociological perspective with emphasis on fundamental concepts, theories, and methods of research.

211 Social Deviance and Social Control (3) Concepts of deviance, theories explaining deviant behavior, mechanisms for the social control of deviance. Prereq: SOC 204.

213 Organizations and Occupations (3) Nature and consequences of bureaucracies and bureaucratization in modern society, work and careers, technology and alienation. Prereq: SOC 204.

214 Education and Society (3) Examination of schools as institutions of socialization; the relationship between education and social inequality; the social functions of higher education; educational alternatives and social change. Prereq: SOC 204.

215 Social Issues and Social Movements (3) Contemporary social issues viewed in relation to the social structure of American society; social movements and ideologies related to these issues. Prereq: SOC 204.

216 Introduction to the Sociology of Women (3) Position of women in contemporary society; its relationship to the family structure and the economic system; the special position of minority women; development of the feminist movement. Prereq: SOC 204.

217 Special Topics in Sociology: [Term Subject] (3R) A selection of topics applying the concepts and skills developed in SOC 204 and 211–227 to current major sociological issues and problems. Prereq: SOC 204. R when topic changes.

220 Communities, Population, and Resources (3) Interrelationship of population and resources in the structuring of human communities, processes of community change, alternatives to the traditional community. Prereq: SOC 204.

222 Race, Class, and Ethnic Groups (3) Major class, racial, and ethnic groups in the United States with special attention to the culture and experience of minority groups. Prereq: SOC 204.
227 Introduction to Social Psychology (3) The processes, characteristics, and conditions of change in large social systems; systematic examination of various theoretical perspectives. Prereq: 9 credits in sociology or instructor's consent.

235 Development of Sociology (3) Starting with Plato, analysis of the major writers and ideas that continue to challenge sociological inquiry. Prereq: 9 credits in sociology or instructor's consent.

371, 372 Contemporary Sociological Perspectives (3,3) The major sociological theories and perspectives in current use, including an examination of the critical issues being debated. Prereq: 9 credits in sociology or instructor's consent.

375 Marxist Sociological Theory (3) Basic concepts, theory, and social analysis in the works of Marx and Engels. Topics include dialectical and historical materialism, class, historical development, political economy, and imperialism. Prereq: SOC 204.

399 Special Studies: [Term Subject] (1-4R)
400 Innovative Education: [Term Subject] (1-3R)
401 Research (1-21R)
403 Thesis for Honors Candidates (1-21R)
405 Reading and Conference: [Term Subject] (1-21R)
406 Supervised Field Study (1-21R)
407/507 Seminar: [Term Subject] (1-5R)
408/508 Workshop: [Term Subject] (1-21R)
409 Supervised Tutoring Practicum: [Term Subject] (1-21R) P/N only
410/510 Experimental Course: [Term Subject] (1-5R)
411/511, 412/512, 413/513 Sociological Research Methods (3,3,3) 411/511: design, the use of theory and models, modes of data collection such as experiments, surveys, field observations, and documents. 412/512: elementary statistical concepts and applications such as hypothesis testing, confidence intervals, nonparametric statistics, and chi-square. 413/513: aspects of the general linear model such as analysis of variance, analysis of covariance, and dummy variable multiple regression. Prereq: SOC 325, 326 or equivalents.

415/515 Social Demography (3) Causes and consequences of demographic change in racial and ethnic groups in the United States. Techniques of demographic analysis. Prereq: SOC 303 or equivalent or 9 credits in sociology.

416/516 Sociology of the Environment (3) Sociological approach to the study of society and its relationship with the natural environment. Topics include the environmental movement and the use of sociology in dealing with environmental problems. Prereq: 9 credits in sociology or instructor's consent.

420/520 Political Economy (3) Survey of the fundamentals of political economy. Readings from both the Marxist and mainstream traditions introduce contemporary debates on socioeconomic crisis. Prereq: 9 credits in sociology or instructor's consent.

424/524 Social Psychology of the Family (3) The dynamics of family interaction throughout the family life cycle. Prereq: SOC 423/523 or equivalent.

425/525 Issues in Family Sociology (3) An analysis of selected topics in the sociology of the family. Topics include the sociology of parenthood, feminist perspectives on the family, and the family in cross-cultural perspective. Prereq: SOC 423/523 or equivalent.

428/528 Social Psychology (3) Theoretical formulations in the field of social psychology with emphasis on sociological perspectives. Analysis of major research problems from various theoretical positions. Prereq: SOC 227 and 9 credits in sociology, or instructor's consent.


435/535 Language and Social Interaction (3) The ethnography of speaking; microanalysis using analyzed transcripts of conversations; problems of communication in intercultural contexts; the relationships among language, thought, and society. Prereq: 9 credits in sociology or instructor's consent.

439/539 Theories of Deviance (3) Major sociological theories about the structural causes and effects of deviance; empirical studies testing those theories. Prereq: SOC 211. Not offered 1992-93.

440/540 Criminology (3) Advanced study of contemporary explanations of criminal behavior and reactions to it. Emphasis on special topics and empirical evidence. Prereq: SOC 340.

441/541 Juvenile Delinquency (3) Delinquency as part of youth studies, crime, and social control of deviance. Definition of delinquency; social reaction and juvenile-justice processing mechanisms. Prereq: SOC 340.

442/542 Urbanization and the City (3) Determinants and consequences of urbanization under different conditions; the city as a social and ecological system. Prereq: 9 credits in sociology.

443/543 The Urban Community (3) Cities as social systems, problems of integration and social order; organizing to modify the nature of cities and to plan for their future. SOC 412/542 strongly recommended.

444/544 Sociology of Migration (3) The dynamics of migration as related to the dynamics of social change. Prereq: 9 credits in sociology.

445/545 Sociology of Race Relations (3) Racism as a structural and ideological feature in American life. Prereq: introductory course in sociology, anthropology, or psychology; SOC 222 or instructor's consent.

446/546 Sociology of Work (3) Work life and change in the work experience; emphasis on understanding the effect of work on other aspects of life and experience. Prereq: SOC 213 or instructor's consent.

447/547 Industrial Sociology (3) Process of transformation in the post-Industrial Revolution period; shaping of the labor force, labor history, labor union structure and organization; current directions in the labor force. Prereq: SOC 213 or instructor's consent.

448/548 Sociology of Occupations (3) Relationships of occupation to other aspects of life, the significance of work for the various forms of social organization, impact of change on individual occupations and occupational categories. Prereq: 9 credits in sociology.

449/549 Women and Work (3) Sex segregation of occupation, bureaucratic structure and sex stratification, housework as occupation, the relationship between paid and unpaid labor. Perspectives explaining sex inequality in the labor force. Prereq: SOC 216.

450/550 Sociology of Developing Areas (3) Social and economic structures and processes promoting or inhibiting change within Third World nations in Africa, Asia, Latin America. Topics include urbanization, industrialization,
cultural change, world poverty and dependence. Prereq: 9 credits in sociology.

451/551 Social Stratification (3) The interrelations among class, race, and sex. Historical origins and development of class and class systems including slavery. Prereq: 9 credits in sociology.

452/552 Comparative Class Systems (3) Comparison of socialist societies including the USSR, China, Cuba, and Yugoslavia, with emphasis on degree of equality. Historical origins and causes of inequality; nature of socialism; human rights. Prereq: 9 credits in sociology. Not offered 1992–93.

455/555 Sociology of Women (3) Sociological analysis of sex differentiation and sex stratification with major focus on industrial society. Relationships between ideologies concerning women, changes in socioeconomic organization, socialization, and sexuality. Prereq: SOC 216.

456/556 Sex and Identity: Theoretical Perspectives (3) Theories of the origin and perpetuation of sex differences and sex inequality. Synthesizing findings from biology, psychology, sociology, and anthropology from a feminist perspective. Prereq: social science background and one course in women’s studies.

461/561 Sociology of Religion (3) Sociological analysis of religious belief and behavior; special attention to the relation between religious institutions and the larger societies of which they are a part. Prereq: 9 credits in sociology or instructor’s consent.

464/564 Systems of War and Peace (3) Violence and nonviolence as functions of social structures and as instruments of social change. Systems of international threat, their supporting institutions, and the ideology of nationalism. Prereq: 9 credits in sociology.

465/565 Political Sociology (3) Analysis of political theory and behavior, social bases of power and policy determination, institutional interrelationships, intellectuals and ideologies, political trends and change, political participation and membership. Prereq: 9 credits in sociology.

466/566 Sociology of Knowledge (3) The relationships between society and thought. Types of knowledge considered in terms of the social settings in which they were produced and received. Prereq: 9 credits in sociology. Not offered 1992–93.


470/570 Bureaucracy, Power, and Society (3) Distribution and exercise of power in organizations, the linkages between organizations and larger societal structures and processes, especially national and international power structures. Prereq: 9 credits in sociology or instructor’s consent.

471/571 Social Organization of Criminal Justice (3) Critical examination of formal and informal control organizations. Emphases on contemporary issues and special topics. Prereq: SOC 340.

472/572 Changing Organizations (3) Theoretical and empirical work on organizational change with particular attention to strategies of elite and nonelite change agents. Prereq: 9 credits in sociology or instructor’s consent. Not offered 1992–93.

491/591 Sociology of Education (3) The relationship between education and other social institutions, the school and the community, the school as a social system, social change and education. Prereq: 9 credits in sociology. Not offered 1992–93.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference [Term Subject] (1–16R)

606 Supervised Field Study (1–16R)

607 Seminar [Term Subject] (1–5R) Offerings vary from year to year depending on student needs and faculty interests. Recent topics include Class, Gender, and Race; Feminist Sociological Theory; the Philosophy and Epistemology of Social Science; Structural Equation Models; Time-Series Analysis.

608 Workshop: [Term Subject] (1–16R) Topics vary. Offered summer session only.

609 Supervised Tutoring Practicum: [Term Subject] (1–3R)

610 Experimental Course [Term Subject] (1–5R)

620 Durkheim and Weber (3) Critical examination of the major works of Emile Durkheim and Max Weber.

625 Modern Functionalism (3) Examination of the works of Talcott Parsons, the major works of those influenced by him, and the critical reception accorded them. Prereq: SOC 620. Not offered 1992–93.


635 Contemporary Marxist Theory (3) Examination of contemporary developments and debates in Marxist and neo-Marxist sociological theory.

640 Issues in Sociological Theory (3) Major sociological theories, perspectives, and issues not covered in detail in SOC 620 or 630.

645 Interactionist Theory (3) Introduction to the analytic traditions that are commonly grouped under the rubric of “interactionist theory” in American sociology: phenomenology, pragmatism, symbolic interaction, ethnomet hodology, and Goffman’s “micro-Durkheimian” perspective. Prereq: SOC 620, 630.

660 Experimental Methods and Design (3) The logic and design of experimentation in nonlaboratory social settings. Field approximations to experimental research; quasi-experimental designs. Factors affecting the validity of field experiments: Evaluation of social programs. Prereq: graduate standing, SOC 412/512 or equivalent or instructor’s consent. Not offered 1992–93.

665 Survey Methods and Design (3) The logic and methods of survey design and sampling, question construction, survey layout and implementation; codebook construction, coding, and data analysis. Prereq: graduate stand-
SOUTHEAST ASIAN STUDIES

110 Gerlinger Hall
Telephone (503) 346-4816

Gerald W. Fry, Program Director

Program Committee

William S. Ayres, anthropology (Thailand)
Jane Woolam Barnwell, library
Alexa Biernack, anthropology (New Guinea)
Kathie L. Carpenter, linguistics (Thai language)
Scott DeLancy, linguistics (Sino-Tibetan languages)
Janet W. Descutner, dance (Southeast Asian dance)

Gerald W. Fry, international studies (Thailand)
Charles C. Griffin, economics (Philippines)
Ann P. Hawkins, international studies (Indonesia)
Cheryl Kern-Simirenko, library
Robert Kyr, music (Indonesia)
Nancy M. Lutz, anthropology (Indonesia)
Glenn A. May, history (Philippines)
Geraldine Moreno-Black, anthropology (Thailand, Indonesia)
Robert Proudfoot, international studies (Laos, Vietnam)

Kenneth D. Ramsing, decision sciences (Thailand)
Theodore Stern, anthropology (Thailand)
Norman D. Sundberg, psychology (cross-cultural psychology)
Robert B. Textor, international studies (Thailand)
Anita Weiss, international studies (Muslim societies)
Ronald Wixman, geography (ethnic geography)
Harry F. Wolfe, anthropology (education and anthropology)

In fall 1986 the University of Oregon launched the Southeast Asian Studies Project to enrich the breadth of its Asian studies offerings. To facilitate exchange among the students and faculty members, the Universities of Washington and British Columbia have joined the University of Oregon in establishing the Northwest Regional Consortium for Southeast Asian Studies. The consortium sponsors an annual conference that addresses timely issues; sponsors presentations by Southeast Asian scholars; and conducts outreach activities at Northwest institutions, schools, and businesses.

Grants from the United States Department of Education, the United States Information Agency, the Ford Foundation, the Luce Foundation, and the UO Humanities Center have fostered the development of several new courses on Southeast Asia.

A list of Southeast Asian Studies courses is included in the Asian Studies section of this bulletin. Examples of courses about Southeast Asia are Population and Global Resources (INTL 251), Cultures of Island Southeast Asia (ANTH 436/536), Cultures of Mainland Southeast Asia (ANTH 437/537), The Pacific Challenge (INTL 440/540), Southeast Asian Political Novels and Films: Changing Images (INTL 441/541), Gamelan (MUS 490/590), Seminar: Southeast Asian Archaeology (ANTH 607). An interdisciplinary faculty group with field experience in the Philippines, Thailand, Indonesia, Laos, Malaysia, Myanmar, and Vietnam has coordinated development of the curriculum. The study of Burmese is also offered.

Several foreign language area-studies fellowships and Luce Fellowships are available for graduate students of Thai or Indonesian. Luce Foundation graduate teaching fellowships are available for graduate students in Southeast Asian studies.

Students can enhance degrees in anthropology, art history, Asian studies, business, comparative literature, economics, geography, history, international studies, linguistics, philosophy, political science, psychology, religious studies, and sociology with a specialization in Southeast Asian studies.

SPEECH

216 Villard Hall
Telephone (503) 346-4171

FACULTY

Grant F. McKernie, associate professor (theater arts); director, theater arts. B.A., 1964, Northwestern; M.A., 1965, Ph.D., 1972, Ohio State. (1979)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating

David A. Frank, honors college

Only the theater arts area in the Department of Speech is admitting new majors and minors during the 1992-93 academic year.

Programs and courses in the rhetoric and communication area and in the telecommunication and film area are available only to students who were enrolled in these programs before fall 1992 and who will complete their major or minor requirements by the end of summer session 1993. Existing programs in these areas are not open to new students during 1992-93. For more information, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201.
The Department of Speech offers major curricula leading to the bachelor of arts (B.A.), bachelor of science (B.S.), master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees in speech: rhetoric and communication, telecommunication and film, and speech: theater arts. But see Rhetoric and Communication and also Telecommunication and Film later in this section of the general bulletin. The master of fine arts (M.F.A.) is available only in speech: theater arts.

Courses in speech are offered for students majoring in other disciplines who want to develop their communication skills and their ability to appreciate and evaluate what they see and hear. Students may gain practical experience in speech studies through the University Theatre, the University Symposium, and the Communication Research Center.

**UNDERGRADUATE STUDIES**

For its undergraduate major programs, the Department of Speech has three principal objectives:

1. The attainment, by all of its majors, of a broad liberal-arts education
2. Sufficient work in the several fields of speech instruction to provide an appreciation of the different areas of communication, including a minimum of 40 credits in speech courses, of which at least 24 must be upper division
3. Concentration in at least one of these areas: rhetoric and communication, telecommunication and film, theater arts. Undergraduate programs should be developed in consultation with an adviser in the field of concentration

**Rhetoric and Communication**

Programs and courses in the rhetoric and communication area of the Department of Speech are available only to students who were enrolled in these programs before fall 1992 and who will complete their major or minor requirements by the end of summer session 1993. Existing programs in this area are not open to new students during 1992–93. Students interested in forensics should contact David Frank, Clark Honors College, University of Oregon, Eugene OR 97403; telephone (503) 346–2518. For more information, prospective undergraduate students should telephone the Office of Admissions at (503) 346–3201.

The rhetoric and communication area enables students to gain competence in, and a knowledge and appreciation of, the various forms and levels of human communication. Students study the theories of rhetoric and communication and develop abilities in the various forms of interpersonal and public communication. They develop skills in using the tools of communication research, learn about the role of public discourse in history, and become familiar with collateral material within and outside the field of speech communication. Students should declare speech: rhetoric and communication as a major and see an assigned major adviser by the beginning of their junior year. Later entry into the major program may delay a student's expected date of graduation.

Students wanting to change their major to speech: rhetoric and communication either from status as an arts and sciences premajor or from another declared major must submit an application, available in the speech office, and a copy of their most recent Final Grade Report. Students whose Final Grade Report shows that they are on academic probation are not accepted as speech: rhetoric and communication majors. Those who believe that their Final Grade Report inappropriately labels them as probationary may submit a petition to the rhetoric and communication faculty requesting admission to major status. They should see the rhetoric and communication undergraduate coordinator for advice on preparing the petition. However, such students may enroll in rhetoric and communication courses for which they are qualified, and may reapply for major status once they are no longer on academic probation. Nonmajors as well as majors may seek the advice of rhetoric and communication peer advisers and faculty members.

All courses in rhetoric and communication may be taken pass/no pass (P/N). However, speech: rhetoric and communication majors must take all courses required for their major except Research (RHCM 401) and Practicum (RHCM 409) for letter grades and earn grades of C– or better.

**Requirements.** In addition to general university requirements for the bachelor's degree, the following minimum requirements, totaling 64 credits, must be met by students with a specialized major in speech: rhetoric and communication:

1. **One of the following:**
   - Fundamentals of Public Speaking (RHCM 122), Introduction to Forensics (RHCM 221), Advanced Forensics (RHCM 331)
2. **Two of the following:**
   - Fundamentals of Speech Communication (RHCM 121), Fundamentals of Small-Group Communication (RHCM 123), Fundamentals of Interpersonal Communication (RHCM 124)
3. **One of the following:**
   - Special Studies: Introduction to Human Communication Research (RHCM 199), Introduction to Human Communication (RHCM 235), Theory and Literature of Rhetoric (RHCM 301, 302, 303), The Logic of Argument (RHCM 321), Persuasion (RHCM 322)
4. **Specialization:**
   - Five 3-credit courses at the 400 level. These courses must be taken for letter grades. Seminars such as Conflict and Negotiation, Contemporary Rhetorical Theory, and Women and Communication (RHCM 407) may be used to satisfy this requirement. Reading and Conference (RHCM 405), Workshop (RHCM 408), and Practicum (RHCM 409) do not satisfy this requirement
5. **Additional requirements:** At least 9 credits, taken for letter grades, in telecommunication and film, theater arts, or communication disorders and sciences in the College of Education, or a combination of these

**Internship.** Projects for Practicum (RHCM 409) must be approved by the graduate coordinator of internships prior to enrollment and must be done under the coordinator's sponsor.
cation and film course work with relevant courses from other departments. Students may also enrich their creative experience in all phases of video and film production.

Majors must complete a minimum of 49 credits in telecommunication and film. All courses required for the telecommunication and film degree must be taken for letter grades, if the graded option is available, and passed with grades of C- or better. In courses offered only pass/no pass (P/N), but required for the major, grades of P must be earned.

In addition to all university requirements for the bachelor's degree, the following must be completed for the major in telecommunication and film:

1. **Courses outside telecommunication and film:** Fundamentals of Speech Communication (RHCM 121); Introduction to Theater Arts I or II (TA 271 or 272); College Composition III (WR 123); two courses in history; one cluster chosen from the following: Introduction to the Humanities I, II, III (HUM 101, 102, 103), World History (HIST 104, 105, 106), World Literature (ENG 107, 108, 109).

2. **Required courses in telecommunication and film:** Communication Technology and Society I, II (210, 211, 212), Media Aesthetics (ENG 260), History of the Motion Picture (ENG 265, 266, 267), Elementary Television Workshop (J 301), Advanced Television Workshop (J 302), and Elementary Television-Film Writing (J 303).

3. Two courses from each of the following areas and a total of five courses from at least one area, which constitutes the telecommunication and film student's area of specialization:
   a. **Communication systems:** Radio-Television and the Public (J 415), Electronic Media Policy (J 416).
   b. **Theory and criticism:** Theory of Mass Communication (J 412), Freedom of Speech (RHCM 423), Theory and Criticism of Television Drama (J 411), Film Directors and Genres (ENG 490).
   c. **Media aesthetics and production:** Advanced Television-Film Writing (J 304), Concepts in Visual Production (J 413), Television Direction (J 414), Editing Styles (J 419), Video Field Production (J 420), Super-8 Film Production (J 421).

4. Each student is required to complete a supporting area of study, defined as at least 18 credits of upper-division work from a unified conceptual field outside telecommunication and film. Students are expected to develop a proposal for their supporting area of study with their advisers as soon as they are formally admitted to the telecommunication and film major. An officially recognized university minor may be substituted for the supporting area of study.

**Theater Arts**

Theater arts area offers a humanistic and liberal-arts education. Some courses, preprofessional in nature, provide vocational competence in teaching and in some aspects of commercial theater. Some students seek careers in commercial, educational, and community theaters as designers, actors, technicians, stage managers, or theater managers. Many continue specialized training in master of fine arts (M.F.A.) degree programs or nondegree professional training schools. Some students use their liberal-arts background to pursue vocational opportunities requiring good skills in communication and organization.

**Faculty.** Faculty members in theater arts include a costume designer, a scene designer, a lighting designer, a technical director, and several directors who specialize in teaching acting and dramaturgy.

**Theatrical Plant.** There are three theaters in Villard Hall. Main Stage (the Robinson Theatre) has a proscenium stage, seating approximately 400 people. The Pocket Playhouse is a small proscenium stage that seats about eighty. The Arena Theatre provides a flexible open space for about 100 people.

**Technical Facilities.** The scene shop and costume and lighting facilities are open daily. Students are encouraged to sign up for production workshops or to practice their crafts as volunteers. Those who qualify for work-study financial aid are hired to assist in the shops, which are well equipped for instruction in theater skills. For example, the Main Stage has a computerized lighting board, and the scene shop contains vacuum and welding equipment.

**Pocket Playhouse.** Pocket Playhouse is the site for a weekly gathering of students and faculty members. Students may sign up for time to produce a low-cost show. This weekly event is organized and run by an elected student board with a small budget at its disposal. Workshops and speakers are also scheduled in response to student requests.

**Theater Productions.** During the year, several Main Stage productions are directed by faculty members and qualified students; four or five budgeted studio productions, which may be student-directed, are staged. Studio productions are usually scheduled in the Pocket Playhouse or the Arena Theatre.

**Major Requirements.** Students may study acting, directing, design, costume, lighting, history, stagecraft, dramatic literature, and theory. Courses in these fields are available to both majors and nonmajors. In addition to all bachelor's degree requirements of the university, the following requirements are specified for students with a major in speech: theater arts.

1. Six terms of production-crew assignment, 1 or more credits each.
2. All of the following: Introduction to Design (TA 110); Theater Production I, II (TA 111, 112); Acting I (TA 250); Introduction to Theater Arts I, II, III (TA 271, 272, 273); Play Direction (TA 364); History of the Theater I, II, III (TA 367, 368, 369); one advanced upper-division course in design or technology; one advanced upper-division course in history, theory, or criticism.
3. From outside the department: Introduction to the Humanities I, II, III (HUM 101, 102, 103) or Shakespeare (ENG 201, 202, 203); one additional upper-division course in dramatic literature.
4. Satisfactory completion (grades of mid-C or better) of all course work for the major.

**Grading Options.** Some courses in theater arts are offered pass/no pass (P/N) only. Work counts toward fulfillment of the 186-credit requirement for a B.A. or B.S. only if satisfactorily completed.

**Minor Requirements.** The Department of Speech offers minors in rhetoric and communication and in theater arts. Following are the requirements for each minor.

**Rhetoric and Communication.**

See Rhetoric and Communication earlier in this section of the general bulletin.

All students who want to minor in rhetoric and communication should see the area coordinator for undergraduate studies before completing 9 credits of course work in the area. Individual minor programs must be approved by the coordinator and are designed according to the following criteria: 24 college-level credits in rhetoric and communication including Fundamentals of Speech Communication (RHCM 121) and at least 18 upper-division credits taken at the university for letter grades of C- or better.

**Theater Arts.**

The theater arts minor requires 24 college-level credits in theater arts. Of these 24 credits, at least 15 must be taken at the university, and 15 must be upper division. One course in each of the following areas must be included: literature and criticism, performance, technical theater, and theater history. All course work for the minor must be completed with letter grades of mid-C or better.

**Secondary School Teaching.**

The Department of Speech offers work for preparation to teach speech and theater in public secondary schools. For more information about requirements for the endorsements, students should consult the staff in the College of Education's Office of Student Support Services, 112 Education Building.

**Honors Program in Speech.**

The honors program is designed to serve a select group of students, majoring in the various areas of the department, who have demonstrated unusual ability and uncommon commitment. The program is administered by a special honors committee. For more information, interested students should consult their academic advisers three terms before graduation.

**GRADUATE PROGRAMS IN RHETORIC AND COMMUNICATION.**

Programs and courses in the rhetoric and communication area of the Department of Speech are available only to students who were enrolled in these programs before fall 1992 and who will complete their area requirements by the end of summer session 1993. Existing programs in this area are not open to new students during 1992–93. For more information, prospective graduate students should telephone the Graduate School at (503) 346-5129.
The University of Oregon offers master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees in speech/rhetoric and communication.

Graduate study at the University of Oregon has as its objective the increasing mastery of a field of study, including a working command of its significant literature and its methods of research. Graduate students at both the master's and doctoral levels continue to be consumers of established knowledge, but their ultimate goal is to become producers of new knowledge. Although each faculty member and graduate student has individual interests, all are committed to rhetoric and communication; they perceive a unity, not a dichotomy, in those terms.

Before registration for their first term, all graduate students are to consult with a member of the rhetoric and communication faculty and familiarize themselves with the general university regulations in the Graduate School section of this bulletin.

Grading. All courses in a graduate student's program of study for an advanced degree must be taken for letter grades unless the course is only offered pass/no pass (P/N) or the P/N option is approved by the student's advisory committee.

Removal of Incompletes. For guidelines on the removal of incompletes, consult the Graduate School section of this bulletin.

Core Curriculum. All master's and doctoral students, at their earliest opportunity, are required to take Research Methods in Rhetoric and Communication I,II (RHCM 611, 612). In addition, they are required to take Seminar: Rhetoric and Communication (RHCM 607) for 1 credit each fall, winter, and spring term they are on campus. Master's degree students may include a maximum of 3 credits of this seminar in their program of study; doctoral students may include a maximum of 6 credits.

Master's Degree Requirements

Students entering a master's degree program are expected to have acceptable undergraduate preparation in rhetoric and communication or closely related subjects. Students accepted for work toward the degree who do not meet this expectation may be required to take specified undergraduate courses or additional graduate courses beyond the minimal requirement for the degree. Master's degree students are strongly urged to obtain a permanent adviser during their first term; they must obtain an adviser and schedule an advisory committee meeting no later than the end of their second term. Because interests change and student-adviser compatibility is always important, neither students nor advisers should hesitate to seek changes in advisers or advisees.

For the master of arts degree, the student must show competence in a foreign language. That competence may be demonstrated by meeting any of the following standards:

1. Scoring 450 or above on the Graduate Student Foreign Language Test (GSFLT) in German, French, or Spanish.
2. Successful completion of local tests administered in languages not covered by the GSFLT but acceptable to the student's advisory committee.
3. Transcript evidence of C– or better work throughout the second-year college level in any language acceptable to the advisory committee.

No foreign language competence is required for the master of science degree.

Advisory Committee and Program of Study. Each master's degree student has an advisory committee consisting of the student's adviser and two other members of the rhetoric and communication faculty and, if useful, a faculty member from a department other than speech. This committee is chosen by the student's adviser in consultation with the student.

Beginning with the core curriculum, the advisory committee, in a meeting with the student, designs and approves the remainder of the student's program of study. This program of study must be defined by the conclusion of the student's second term on campus, and it becomes a contract for the degree.

A minimum of 51 credits is required for the nonthesis program. This program must include a minimum of 9 credits from outside the Department of Speech and 6 credits (two consecutive terms of 3 credits each) of Research (RHCM 601), for which the student conducts independent research under the supervision of a faculty member.

A minimum of 45 credits is required for students approved to pursue the thesis option. This program must include 9 credits from outside the Department of Speech and no more than 9 credits in Thesis (RHCM 503).

No credits in Practicum (RHCM 609) taken for qualification to teach RHCM 121–124 may be included in a master's degree student's program of study.

Nonthesis Option Final Examination. A comprehensive examining committee administers each nonthesis student's final examination at completion, or in the last term, of the student's program of study. The committee must consist of at least three members of the rhetoric and communication faculty and such other faculty members as the adviser considers necessary for the student, stipulates. Students who choose the nonthesis option write an examination lasting no fewer than eight hours followed by an oral examination lasting at least one hour.

Students whose performance on the comprehensive examination is less than satisfactory are entitled to a second examination at a time and on portions of the examination stipulated by the examining committee. An unacceptable performance on the second examination results in disqualification from the program.

Thesis Option Final Examination. The final examination for students choosing the thesis option is an oral defense of the thesis lasting no fewer than eight hours. That examination is administered by a thesis examining committee composed of at least three members of the rhetoric and communication faculty and such other faculty members as the adviser, in consultation with the student, stipulates. A student whose thesis examination is unacceptable to the examining committee is entitled to a second examination or may choose to change to the nonthesis program. Unacceptable performance on the second thesis examination results in disqualification from the program.

Continued Graduate Study. The rhetoric and communication faculty believes that exposure to different faculties with different ideas is advantageous, and that a graduate student is better served by taking master's and doctoral degrees at different institutions. Although the faculty is always willing to consider student applications to continue beyond a master's degree in speech: rhetoric and communication to a doctorate in the same major, the burden for the case for continuation is on the student. Approval by the rhetoric and communication faculty is required and, when given, usually results in the student's doctoral program committee requiring the student to work for a specified enrollment period at another appropriate institution as a portion of the student's doctoral program of study.

Doctor of Philosophy Degree Requirements

Doctoral study at the University of Oregon includes a general background in the breadth of rhetoric and communication as well as the specific support needed for the student's areas of specialization and research. The objectives of such study are (1) to develop professional background and expertise as a researcher in the student's target areas of specialization and (2) to develop the range of knowledge necessary to engage in meaningful dialogues with colleagues in other specialty areas.

Because each student's doctoral program of study is individually tailored, and to avoid false or mistaken steps, all doctoral students must obtain a permanent adviser no later than the end of their second term and have an advisory committee meeting no later than the end of their third term. Because interests sometimes change and student-adviser compatibility is always important, neither students nor advisers should hesitate to seek changes in advisers or advisees.

The Program of Study. Each doctoral student, as soon as is convenient and not later than the end of the third term of study, should have a meeting with an advisory committee. That committee

1. Reviews the total program of study proposed by the student and the student's adviser.
2. Makes any needed changes
3. Approves the program of study, research competencies requirement, and dissertation topic

The dissertation typically represents the equivalent of three academic years of full-time study beyond the bachelor's degree. Most graduate students take a full additional year to complete their dissertation. Doctoral students who serve as graduate teaching fellows or graduate assistants—and hence may carry smaller academic loads—or who are taking work outside their official program of study, should realize that their work on their academic program will take longer to complete.

A full-time load for doctoral students is 12 credits a term; therefore a minimal doctoral program of study includes 108 credits of course
work beyond the bachelor's degree and at least 18 credits of Dissertation (RHCM 603)—a Graduate School requirement—for a minimum total of 126 graduate credits. Included in this total are applicable credits from a student's earlier graduate work and a maximum of 12 credits from the area's core curriculum: 6 credits in Research Methods in Rhetoric and Communication I, II (RHCM 611, 612) and a maximum of 6 credits in Seminar: Rhetoric and Communication (RHCM 607). Not included in the total are undergraduate courses the graduate student may be required to take and Practicum (RHCM 609) taken to qualify for teaching RHCM 121-124.

Areas of Specialization. All doctoral programs of study not only provide breadth of knowledge in rhetoric and communication but also depth in appropriate areas of specialization, in keeping with the student's professional goals and research directions. All approved programs of study include a minimum of two areas of specialization from within rhetoric and communication studies and a minimum of one area of specialization from a department or departments outside the Department of Speech.

Research Competencies Requirement. Since the Ph.D. degree is a research-oriented degree focusing on the discovery rather than the accumulation of knowledge, doctoral students must demonstrate two competencies relevant to conducting research in their areas of specialization. For example, a student's research interests may require knowledge of statistics, computer programming, historiography, research design, or a foreign language. Foreign-language competency may be demonstrated by scoring 550 or above on the GSFLT, if the test is available for the approved language; otherwise, an examination is arranged by the advisory committee.

Comprehensive Examination. A doctoral student may take the comprehensive examination after completing, or in the final term of, the program requirements and after successfully completing the research competencies examinations.

Dissertation. Every doctoral candidate is required to present a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation. For specific dissertation requirements, see the Graduate School section of this bulletin.

Doctoral Committees. Each doctoral student making progress toward the degree has three committees:

1. Advisory committee. This committee is composed of three members of the rhetoric and communication faculty and may include faculty members from other departments. The committee is nominated by the student's adviser, after consultation with the student, and appointed by the department head.

2. Comprehensive examining committee. After consultation with the student, the adviser appoints a committee to prepare and conduct the comprehensive examination. This committee includes a minimum of three rhetoric and communication faculty members and one faculty member from another department who represents the student's outside area of specialization.

3. Dissertation committee. After consultation with the student, this committee is nominated by the adviser and appointed by the dean of the Graduate School. It includes a minimum of three Department of Speech faculty members (at least two from rhetoric and communication) and one member from another department who represents the candidate's outside area of specialization.

GRADUATE PROGRAMS IN TELECOMMUNICATION AND FILM

Programs and courses in the telecommunication and film area of the Department of Speech are available only to students who were enrolled in these programs before fall 1992 and who will complete their area requirements by the end of the summer session 1993. Existing programs in this area are not open to new students during 1992-93. For more information, prospective graduate students should telephone the Graduate School at (503) 346-5129.

Graduate academic programs are designed around a student's particular interests, ordinarily expressed in study and research leading to the writing of a master's research paper or a doctoral dissertation. Although studio skills are expected of all telecommunication and film students, graduate work most often focuses on functions and effects of the media as related to a significant aesthetic, social, political, economic, or regulatory problem. This theoretical emphasis is reflected in the interests of students selected for admission to graduate study in the area, some of whom have earned undergraduate degrees in other fields.

Degree Programs

Students may receive M.A., M.S., and Ph.D. degrees in telecommunication and film. A master's degree program typically takes two years beyond the bachelor's degree. A doctoral program is expected to take four or five years beyond the bachelor's degree.

Admission. Students applying for admission to graduate study must comply with all general university regulations governing graduate admission as described in the Graduate School section of this bulletin. In addition, applicants must provide transcripts of all college work; verbal, quantitative, and analytical scores on the Graduate Record Examinations (GRE); at least three personal recommendations; a brief statement of academic and career goals; and one example of written work (e.g., term paper, convention paper, article) demonstrating critical skills and writing ability. Nonnative speakers of English must provide Test of English as a Foreign Language (TOEFL) scores. Major screenings of applicants, as well as the determination of financial aid, are made about March 1 each year. However, additional screenings may be made for admission to the program during the year. Students applying at times other than the March deadline must submit their applications at least nine weeks prior to the term in which they seek admission to the program.

A limited number of graduate teaching fellowships (GTFs) are available to the best-qualified applicants. GTFs involving instructional responsibilities are awarded based on demonstrated scholarly potential. In addition, technical expertise must be demonstrated for assignment to studio or field production responsibilities. Applications for such appointments are included among the supporting materials provided with applications for admission.

Students applying for admission to the doctoral program must also supply evidence of completion of a master's degree at an accredited college or university.

General Requirements

All graduate students are required to begin the Graduate Seminar in Telecommunication and Film sequence (J 630, 631, 632) their first fall term of study.

Final determination of course requirements is the responsibility of the student's thesis committee or degree program committee. To maintain degree-candidate status, students must make satisfactory progress (as defined by the faculty of the Department of Speech) through the curricular requirements identified by their program committee.

Master's Degree

For the M.A. or M.S. degree the student may choose either the thesis or the nonthesis option. In either case, students should meet with an adviser before the end of their first term of study in order to determine an appropriate set of course requirements.

Thesis Program. A minimum of 45 credits, of which not more than 9 may be in Thesis (TCF 503), are required. All students preparing for doctoral study are advised to use the thesis option.

Nonthesis Program. A minimum of 51 credits are required. Additional requirements are a comprehensive examination and a research paper of acceptable quality.

The nature of the course work is subject to the approval of the student's degree program committee (at least three members, two of whom must be in the telecommunication and film area). The committee also prepares and administers the comprehensive examination and assesses the quality of the research paper.

Doctor of Philosophy

The university requires no minimum number of credits for the Ph.D. However, students in telecommunication and film normally complete approximately 135 credits including those earned as a master's degree candidate. A comprehensive examination is administered at or near the completion of all formal course work in the student’s doctoral program.

1. Students in the Ph.D. program are required to take six telecommunication and film graduate seminars. The rest of the doctoral student's program is devised by the candidate, his or her adviser, and his or her degree program committee.

2. Prior to successful completion of the preliminary examination, a total of no more than 9 credits may be taken in Research (601), Reading and Conference (605), and Practicum (609).
Program Committee
1. By the end of the first year of doctoral study, a Ph.D. student must have chosen an adviser and two additional committee members from the telecommunication and film faculty to serve as the student's program committee. This committee meets with the student during the first year of study and approves the student's proposed course work or areas of academic specialization. Failure to comply with this requirement constitutes unsatisfactory progress and may result in termination of a student's degree program.
2. Changes in a student's adviser, committee membership, and approved course work must be documented and included in the student's academic file.

Foreign Language Requirement
Prior to the preliminary examination, all Ph.D. students must demonstrate reading comprehension of a foreign language at the second-year level in a test designated by the student's program committee.

Preliminary Examination
1. Advancement to candidacy for a Ph.D. degree is granted upon successful completion of the preliminary examination.
2. The preliminary examination committee consists of the student's adviser, two additional members of the telecommunication and film faculty, and a faculty member from another department representing the student's outside area of specialization.
3. The preliminary examination committee meets with the student at least one term prior to the examination to determine the format of and bibliography for each examination question.
4. The preliminary examination committee may require that all or part of the examination be retaken with or without additional course work.
5. Students who fail the preliminary examination a second time may not remain in the telecommunication and film Ph.D. program.

GRADUATE PROGRAMS IN THEATER ARTS
The theater arts area of the Department of Speech offers graduate work in acting, directing, playwriting, design, history, and theory leading to the M.A., M.S., M.F.A., and Ph.D. degrees. Students entering this program should demonstrate competence in a foreign language or an alternate research tool appropriate to the degree. Typically, course work is substantially completed during the first two years, and students work on their terminal artistic projects during subsequent terms. An oral evaluation and review of the project is held following completion of the project performance. A written report on the project, previewed by the candidate's report committee, follows the review.

The Ph.D. degree has no minimum credit requirement. However, most theater arts students take approximately 130 credits beyond the bachelor's degree. After candidates have completed most of their course work, they write a comprehensive examination and take an oral examination. A dissertation with an oral defense is required. The dissertation must be completed within three years after the student is admitted to candidacy, which happens after passing the comprehensive examination. The comprehensive examination committee may require that all or part of the examination be retaken with or without additional courses. Students who fail to pass this examination by the second try may not remain in the theater arts Ph.D. program.

General Requirements. The only course required of all graduate students is Research Methods (TA 611). But Ph.D. candidates are expected to complete 45 to 60 credits beyond the master's degree in history, theory, and literature of the theater.

All candidates for graduate degrees are required to take a written or oral examination during the first term of residence. This examination is partially diagnostic, and it is used to determine a study program for the student. Each student's study program is planned in consultation with an adviser and a diagnostic committee. This program constitutes a contract that must be fulfilled by the student unless it is amended in consultation with the diagnostic committee.

The graduate student is expected to show ability in both the academic and the production areas. During residence at the university, each student is expected to make a significant contribution in three areas out of the following six: acting, directing, technical, management, playwriting, teaching.

Candidates for an M.A. degree in speech: theater arts must demonstrate their ability to read a foreign language or research competence in an alternate research tool appropriate to the degree. M.S. degree candidates must demonstrate research competence in an alternative research tool or collateral field of study. Students seeking the Ph.D. degree must present two research tools or collateral fields of study, one of which must be the knowledge of a foreign language. The other may be another foreign language, but if a collateral field of study or other research tool is required, it must relate to the student’s research intent. The required level of attainment is determined by the student's committee.

For additional requirements and information, contact the graduate coordinator.

RHETORIC AND COMMUNICATION COURSES (RHCN)
121 Fundamentals of Speech Communication (3) Interpersonal communication, small-group communication, extemporaneous speaking, listening, and analysis of communication as process. Emphasis on concepts common among communication arenas.
122 Fundamentals of Public Speaking (3) Invention, preparation, organization, presentation, and criticism of messages for audiences. No fewer than three speaking assignments with student, instructor, and selected videorecording critique.
123 Fundamentals of Small-Group Communication (3) Basic concepts of small-group interaction. Projects emphasize participation in and analysis of communication in the small group.
124 Fundamentals of Interpersonal Communication (3) Provides theoretical understanding and practical skills for examining and altering interpersonal communication. The impact of communication on relationship patterns and outcomes.
196 Field Studies (1-2R)
198 Workshop: [Term Subject] (1-2R)
199 Special Studies: [Term Subject] (1-3R)
Developing Communication Competence is the current topic.
200 Innovative Education: [Term Subject] (1-3R)
221 Introduction to Forensics (2) Preparation of speeches for delivery before competitive and public audiences in conjunction with the university's forensic program. Prereq: RH 121.
235 Introduction to Human Communication (3) Major communication theories: general—symbolic interactionism; thematic—nonverbal and persuasion; and contextual—small-group, interpersonal, and mediated contexts.
301, 302, 303 Theory and Literature of Rhetoric (3,3,3S) Selected readings on the principles of rhetoric from Plato to modern times. Prereq: RH 121.
321 The Logic of Argument (3) Principles of reasoning and evidence, particularly as they apply to oral discourse. Includes theory and practice. Prereq: RH 121.
322 Persuasion (3) Theories and techniques of persuasion used by individuals and special groups to change cognitive patterns and behavior of people.
323 Group Communication (3) Small-group behavior as it specifically relates to communication. Includes theory and practice.
324 Theory and Literature of Interpersonal Communications (3) The function of communication in interpersonal relationships; interpersonal competence, discourse analysis, nonverbal communication, conflict resolution, and alternative approaches to dyadic communication.
331 Advanced Forensics (2) Preparation of speeches to be delivered before competitive and public audiences in conjunction with the university's forensic program. Prereq: instructor's consent. Prereq: RH 121.
332 Special Topics in Forensics (2) Emphasis on the acquisition of advanced skills in public address. Prereq: instructor's consent. Frank.

399 Special Studies: [Term Subject] (1-4R)

400 Innovative Education: [Term Subject] (1-3R)

401 Research (1-21R)

405 Reading and Conference: [Term Subject] (1-21R)

406 Special Problems (1-21R)

407/507 Seminar: [Term Subject] (1-5R) Topics include Conflict and Negotiation, Contemporary Rhetorical Theory, Intercultural Communication, Women in Communication.

408/508 Workshop: [Term Subject] (1-21R) Communication Method in the Classroom and Communication in Management are current topics.

409 Practicum: [Term Subject] (1-21R) Supervised laboratory work on a project, including the preliminary study, development, and execution of artistic or public-service experiments.

410/510 Experimental Course: [Term Subject] (1-5R)

414/514 Rhetorical Theory: 400 B.C.-A.D. 1 (3) Main rhetorical works and movements developed during the Grecian period. Emphasis on the relation of rhetorical developments and the cultural influences of those times. LaRusso.

415/515 Rhetorical Theory: A.D. 1-A.D. 800 (3) Main rhetorical works and movements developed during the Roman and Carolingian periods. Prereq: RHCM 301, 302, 303 or instructor's consent.

416 Speech Composition (3) Speech forms, types, and techniques; emphasis on application of basic rhetorical elements. Designed for prospective high school teachers and other nonmajors. Prereq: upper-division status.

418/518 Directing the Forensic Program (3) Group formation, tasks, effectiveness and efficiency; status problems; leadership; problem solving and conflict resolution; communication in discussion; social power and social control; organizational techniques and problems.

433/533 Communication, Media, and Aging (3) Communication-related problems of aging; communication-gerontology research literature; the use of communication systems in analyzing and solving problems of aging.

434/534 Nonverbal Communication (3) Nonverbal dimensions of interpersonal communication. The theoretical bases, including time, space, form, and action, of nonverbal interpersonal communication. LaRusso.

435/535 Public Address (3) Theory of speech-making and practice in preparing speeches adapted to the professional requirements of students. Prereq: instructor's consent.

436/536 Interpersonal Communication (3) Human interaction as it affects formation of relationships. Reviews research in the areas of attraction, self-disclosure stages of relationship development, rhetorical sensitivity, and conversational analysis. Glaser.

437/537 Organizational Communication (3) Explores communicative dimensions of organizations. Focuses on organization communication research methods, worker involvement programs, superior-subordinate communication, and organizational culture. Glaser.

438/538 Communication Apprehension and Avoidance (3) Examines research and theory concerning the etiology, identification, consequences, and treatment of communication apprehension and avoidance. Glaser.

503 Thesis (1-16R) P/N only

504 Thesis (1-16R) P/N only

505 Thesis (1-16R) P/N only

601 Research (1-16R) P/N only

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R) P/N only

605 Reading and Conference: [Term Subject] (1-16R)

606 Special Problems (1-16R)


608 Workshop: [Term Subject] (1-16R)

609 Practicum: [Term Subject] (1-16R) Supervised laboratory work on a project, including the preliminary study, development, and execution of artistic or public-service experiments.

610 Experimental Course: [Term Subject] (1-5R)

611 Research Methods in Rhetoric and Communication I (3) Historical and critical research methodologies useful in scholarly investigations in rhetoric and communication. Frank.

612 Research Methods in Rhetoric and Communication II (3) Descriptive and experimental research methodologies useful in scholarly investigations in rhetoric and communication.

613 Rhetorical Theory: 1450-1600 (3) Selected major and minor works in rhetoric developed in France, Germany, Spain, and Italy during the late Middle Ages and the Renaissance. LaRusso.

614 Rhetorical Theory: 1700-1900 (3) Study of selected rhetorical and nonrhetorical works to determine the reciprocal influence between rhetoric and the developing trends in psychology, aesthetics, and logic. LaRusso.

615 Modes of Rhetorical Criticism (3) Examination of contemporary perspectives and methods of rhetorical criticism through theoretical and applied studies. Attention to the intersection of rhetorical and communication theory.

623 Problems in Research Writing (3) Study of problems in writing and rewriting results of scholarly investigations for publication.

630 Attitude Formation and Change (3) Analysis of research in speech communication relevant to attitude formation, change, measurement, and definition. Prereq: RHCM 612 or instructor's consent.

635 Theories of Human Communication (3) Study of important contemporary theories of communication that have emerged in recent communication research literature.

TELECOMMUNICATION AND FILM COURSES (TCF)

503 Thesis (1-16R) P/N only

603 Dissertation (1-16R) P/N only

THEATER ARTS COURSES (TA)

110 Introduction to Design (3) Introduction to the principles of design as applied to the arts of theater design, scenery, costumes, and lighting. Creative projects to develop concepts of visual imagery. Coreq: TA 199 (Stage Crew). Bonds, Rose, Williams.

111, 112, 113 Theater Production I, II, III (3, 3, 3) Introduction to the mechanics of mounting a theatrical production including basic construction of scenery props and costumes, use of shop and lighting equipment, and shop and crew organization. Coreq: TA 199 (Stage Crew). Bonds, Rose, Williams.

196 Field Studies (1-2R)

198 Workshop: [Term Subject] (1-2R)

199 Special Studies: [Term Subject] (1-3R) Stage crew: lighting, scene, costume.

200 Innovative Education: [Term Subject] (1-3R)

250 Acting I (3) Principles of warm-ups, Stanislavski system, individual inventory, character analysis, and rehearsal procedure.

251 Acting II (3) Continuation of performance techniques for contemporary realistic theater with addition of comic technique and director-actor relationship. Prereq: TA 250, instructor's consent.

252 Acting III (3) Development of audition and improvisational skills while establishing a working file of monologue material. Prereq: TA 251, instructor's consent.

271 Introduction to Theater Arts I (3) Play and script structure, contemporary aesthetic attitudes, and the value of theater arts to society and the individual. McKemie.

272 Introduction to Theater Arts II (3) Recent theater including drama since World War II and new trends and developments in theater practice. Prereq: TA 271. McKemie.
273 Introduction to Theater Arts III (3) Continuation of TA 272 with emphasis on popular musical theater. Prereq: TA 272.
Mckemie.

318 Costume Construction (3) Practical problems encountered in building and constructing costumes for the stage. Bonds.

351 Techniques: Acting IV (3) Problems in the use of voice in dramatic roles. Prereq: instructor's consent.

352 Styles: Acting V (3) Problems in the analysis and presentation of characters from nonrealistic, noncontemporary theater. Prereq: instructor's consent.


364 Play Direction (3) Sources of dramatic material, choice of plays, casting and rehearsal of players, production organization. Prereq: TA 250 or equivalent or instructor's consent.

367, 368, 369 History of the Theater I, II, III (3,3,3) Development of the theater from its origins to the present emphasizing the history of dramatic literature, criticism, theater architecture, design, and performance. Watson.

399 Special Studies: [Term Subject] (1-4R)

400 Innovative Education: [Term Subject] (1-3R)

401 Research (1-21R)

405 Reading and Conference: [Term Subject] (1-21R)

406 Field Studies (1-21R)

407/507 Seminar: [Term Subject] (1-5R) Topics include Advanced Theater History, British Acting Style, Dramatic Literature, European Theater Production, Recent American Theater, Recent British Theater.

408/508 Workshop: [Term Subject] (1-21R)

409 Practicum: [Term Subject] (1-21R) Rehearsal and Performance is a current topic.

410/510 Experimental Course: [Term Subject] (1-3R)

414/514, 415/515 Costume History I, II (3,3) History of clothing and costume from earliest records through the 15th century, from the 16th century to the present. Bonds. Offered 1992-93 and alternate years.

416/516 Costume Design (3) Beginning design concepts and various artistic media as applicable to costume design and rendering techniques. Bonds. Offered alternate years; not offered 1992-93.


418/518 Costume Pattern Drafting (3) Designing patterns through flat patterning and draping techniques. Practical experience in pattern development and execution. Bonds.

420/520, 421/521, 422/522 Period Styles for the Theater I, II, III (3,3,3) Investigates period style from Greece to the Renaissance, baroque through contemporary, as it relates to theatrical production. Explores the connection of styles in period clothing, manners, decor, art, architecture, and social institutions with projects from dramatic literature. Students may select a focus in dramaturgy, directing, or design. Barton, Bonds, McKemie, Watson.

423/523 Theater Arts Pedagogy (3) Practical experience as teaching assistant including research, presentation, coaching, and written reports. Available in a variety of disciplines. Prereq: instructor's consent.

425/525 Scenery Drafting Techniques (3) Drafting techniques for the scenic artist. Prereq: instructor's consent.

430/530 Stage Management (3) Duties, responsibilities, and procedures of the stage manager. Stage managing in community, educational, and professional theater. The administrative and artistic role of the stage manager. Prereq: TA 110, 111, 112 or instructor's consent. Williams.

435/535 Stage Management (3) Duties, responsibilities, and procedures of the stage manager. Stage managing in community, educational, and professional theater. The administrative and artistic role of the stage manager. Prereq: TA 110, 111, 112 or instructor's consent. Williams.

441/541 Scene Design I (3) Elements of scene design; the scene designer's role. Creating a ground plan, measured perspective techniques, elevations, design styles. Design process and procedures related to the proscenium stage only. Prereq: TA 425/525, 440/540 or instructor's consent. Williams.

445/545 Scene Design II (3) Elements of scene design; the scene designer's role. Creating a ground plan, measured perspective techniques, elevations, design styles. Design process and procedures related to the proscenium stage only. Prereq: TA 425/525, 440/540 or instructor's consent. Williams.

452/552 Advanced Acting: [Term Subject] (3R) Topics in the performance of a specific genre or authors, or in specific elements of performance skills including voice, movement, and musical skills. Barton.

455/555 Advanced Acting: [Term Subject] (3R) Topics in the performance of a specific genre or authors, or in specific elements of performance skills including voice, movement, and musical skills. Barton.


463/563 Scene Painting (3) Practical experience in painting stage scenery. Painting of drops; highlighting, shadowing, texturing, and stenciling; forced perspective; paints and painting equipment. Prereq: TA 111 or instructor's consent. Williams.

464/564 Properties Design and Construction (3) Designing and constructing stage properties and furnishings. Plastics and metals fabrication; Celastic, paper-maché, and fiberglass as properties-fabricating materials; furniture upholstering techniques. Prereq: TA 111 or instructor's consent. Williams.

465/565 Lighting for the Stage (3) Designing lighting for the stage; technical and aesthetic problems. Prereq: TA 111 or instructor's consent. Rose.

468/568 Advanced Stage Lighting (3) Theories and methods of lighting stage production. Prereq: TA 467/567 or instructor's consent. Rose.

471/571 Studies in Theater and Culture: [Term Subject] (3R) Dramatic literature and historical cultural concepts. Establishes a cultural context for periods of drama, using arts materials and socioeconomic factors to clarify aesthetic attitudes and practices of theater.


ENG 477/577 Modern Drama (3) See English.

503 Thesis (1-16R) P/N only

601 Research (1-16R) P/N only

603 Dissertation (1-16R) P/N only

605 Reading and Conference: [Term Subject] (1-16R)

606 Field Studies (1-16R)

607 Seminar: [Term Subject] (1-5R) Romantic Theater is a current topic.

608 Workshop: [Term Subject] (1-16R)

609 Practicum: [Term Subject] (1-16R) Rehearsal and Performance is a current topic.

610 Experimental Course: [Term Subject] (1-5R)

611 Research Methods (3) Research methodology; experimental, historical, descriptive, and developmental research methods; style and format in scholarly presentation of research. Watson.

630 Continental Theater (3) Major developments and experiments in the drama and theater production of Europe, Great Britain, and Russia from Büchner to Artaud.

631 Avant-Garde Theater (3) New forms, styles, treatments of mood, and expressions of ideas and emotions as manifested in literary, dramatic, and theatrical elements and conditions of production. Prereq: TA 630 or instructor's consent.

632 Theater of Ibsen (3) The modern Danish-Norwegian theater with special emphasis on the work of Henrik Ibsen; influence on European and American theater. DeChaine.

633 Theater of Strindberg (3) The modern Swedish theater with special emphasis on the work of August Strindberg; influence on European and American theater. DeChaine.


663 Advanced Problems of Scene Design (3) Selected problems in the design of dramatic productions. Prereq: TA 440/540, 441/541 and instructor's consent. Williams.

664 Special Problems in History of Theater: [Term Subject] (3R) Components of the theater during the golden ages of dramatic art: the ancients, European Renaissance, Asiatic, 18th- and 19th-century European.
STATISTICS

The University of Oregon does not have a formal department or faculty of statistics. However, there are numerous course offerings that are either exclusively or primarily courses in statistics. Over the past several decades statistical techniques have become a primary tool of empirical research. As such, a variety of functional areas and disciplines teach applied statistical techniques. This is particularly true at the graduate level, where research plays an important role. Listed below are courses in statistics offered at the university.

Degrees Offered

It is possible to earn an undergraduate or graduate degree with a specialty in statistics through the Department of Decision Sciences in the College of Business Administration or through the Department of Mathematics in the College of Arts and Sciences. Interested students should inquire at the appropriate department for specific requirements.

Courses Offered

Statistics courses are offered in the following ten areas. An asterisk (*) denotes related courses that should be taken in sequence. Both students and advisers should be aware that, within any given area, two or more courses offered by different departments may contain such similar content that a student may not be granted credit toward graduation for more than one course.

Introductory Statistics

Decision Sciences. Introduction to Business Statistics (DSC 611)
Economics. Introduction to Econometrics (EC 420/520, 421/521),* Econometrics (EC 423/523)
Educational Psychology. Introduction to Statistical Methods in Education I,II (EPSY 415/515, 416/516),* Educational Statistics I,II (EPSY 621, 622)*
Exercise and Movement Science. Statistical Methods I (EMS 619)
Political Science. Methods for Politics and Policy Analysis II (PS 447/547)
Psychology. Statistical Methods in Psychology (PSY 302), Data Analysis I (PSY 611)

School and Community Health. Fundamentals of Statistics in Health (HEP 622)
Sociology. Quantitative Methods in Sociology (SOC 326), Sociological Research Methods (SOC 412/512)
ANOVA and Experimental Design
Decision Sciences. Applied Analysis of Variance (DSC 430/530)
Educational Psychology. Educational Statistics III (EPSY 623)
Exercise and Movement Science. Statistical Methods II (EMS 692), Experimental Design (EMS 695)
Psychology. Data Analysis II (PSY 612)

School and Community Health. Advanced Statistics in Health (HEP 623)

Decision Theory

Decision Sciences. Applied Decision Analysis (DSC 425/525), Decision Analysis for Negotiation Problems (DSC 626)

Multivariate Statistics

Decision Sciences. Applied Multivariate Analysis (DSC 643)

Educational Psychology. Multivariate Educational Statistics I,II,III (EPSY 631, 632, 633)

Political Science. Methods for Politics and Policy Analysis III (PS 447/547)

Nonparametric Statistics

Decision Sciences. Applied Nonparametric Statistics (DSC 633)

Regression

Decision Sciences. Applied Regression Analysis (DSC 435/535)

Economics. Introduction to Econometrics (EC 421/521), Econometrics (EC 424/524, 425/525)*

Educational Psychology. Seminar: Multiple Regression Analysis (EPSY 607)

Mathematics. Multivariate Statistical Methods (MATH 427/527), Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 465/565)

Psychology. Data Analysis III (PSY 613)

Sociology. Sociological Research Methods (SOC 413/513)

Sampling Techniques


Structural Models

Sociology. Seminars: Categorical Data Analysis, Structural Equation Models (SOC 607)

Theory of Probability and Statistics


Time Series

Decision Sciences. Applied Time Series Analysis for Forecasting (DSC 440/540)

Sociology. Seminar: Introduction to Time Series (SOC 607)

WOMEN'S STUDIES

617 Prince Lucien Campbell Hall
Telephone (503) 346-5529
Marsha Ritzdorf, Program Director
Elizabeth S. Reis, Committee Chair

PROGRAM COMMITTEE

FACULTY

Barbara Corrado Pope, women's studies
Elizabeth S. Reis, history
Marsha Ritzdorf, planning, public policy and management
Catherine Raisissiuer, women's studies
Carol T. Silverman, anthropology (chair)
Mary E. Wood, English
Claudia Yukman, English

FACULTY

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating

Doris Renshaw Allen, music
Barbara K. Altman, Romance languages
Atleta Biersack, anthropology
Margaret Z. Brand, philosophy
Cynthia J. Brokaw, history
Sara N. Brownmiller, library
Randi M. Brox, Romance languages
Frances B. Cogan, honors college
Irene Diamond, political science
C. H. Edson, educational policy and management
Linda F. Ertinger, art education
Beverly Fagot, psychology
Marilyn Farwell, English
Linda O. Fuller, sociology
Marion Sherman Goldman, sociology
Patricia A. Gwartney-Gibbs, sociology
Leslie J. Harris, law
S. Marie Harvey, school and community health
Judith H. Hibbard, planning, public policy and management
Lauren J. Kessler, journalism
Julia Lesage, English
Elke Liebs, Germanic languages and literatures
Elisabeth A. Marlow, Romance languages
Mavis Howe Mare, history
Barbara D. May, Romance languages
Randall E. McGowen, history
Geraldine Moreno-Black, anthropology
Sandra L. Morgen, sociology
F. Regina Paski, Romance languages
Marsha Ritzdorf, planning, public policy and management
Mary Romero, sociology
Mary K. Rothbart, psychology
Karla L. Schultz, Germanic languages and literatures
Ellen Seiter, English
Carol T. Silverman, anthropology
Priscilla Southwell, political science
H. Leslie Steeves, journalism
Jean Stockard, sociology
UNDERGRADUATE STUDIES

The Women's Studies Program offers students an opportunity to learn about the past and present achievements and experiences of women and to understand more clearly the decisive role that gender has played and continues to play in all human societies.

The program is administered by a committee of faculty members and students appointed by the dean of the College of Arts and Sciences. The program is interdisciplinary, and courses are taught in many areas of study: anthropology, art, counseling, education, English, health, history, philosophy, planning and public policy, political science, psychology, and sociology among others.

Any student may take women's studies courses. Some students may want to take only a few courses in order to complement the core curriculum of their majors. Others choose to fulfill the 24-credit requirement for either a certificate or minor in women's studies. Most women's studies courses do not have prerequisites, and Introduction to Women's Studies (WST 101) is a stand-alone social-science group-satisfying course. In addition, three women's studies courses—Introduction to Women's Studies (WST 101) and History of Women in the United States (WST 333, 334)—comprise a social-science cluster. For more information, see Group Requirements in the Registration and Academic Policies section of this bulletin.

The integrative Seminar: Feminist Research Issues (WST 407/507) is designed for upper-division undergraduates and graduate students. It can be taken only once for credit.

Preparation: No specific high school preparation is necessary. Transfers to the university from other colleges may apply up to 9 credits of women's studies courses to either the certificate or the minor program.

CAREERS: Since women comprise more than half of the world's population, an understanding of their experiences, abilities, and needs is an asset to careers in such fields as education, social service, government, business, law, the ministry, journalism, counseling, health, and child care. In addition, a women's studies background can be used as a basis for entering a growing number of graduate programs that emphasize the study of women or gender.

Undergraduate Certificate Requirements

The undergraduate certificate program in women's studies will be discontinued at the conclusion of summer session 1993.

A certificate in women's studies may be granted to students who complete 24 credits in courses approved by the Women's Studies Committee. The 24 credits must include Introduction to Women's Studies (WST 101), Practicum (WST 409), and either Seminar (WST 407) or History and Development of Feminist Theory (WST 412). No more than 6 credits of Reading and Conference (WST 405) and Practicum (WST 409) may be counted toward the certificate. In addition, students must take at least 6 credits of women's studies courses offered by departments outside of the arts and letters group.

Minor Requirements

The minor in women's studies requires 24 credits including at least 12 WST credits and at least 9 credits chosen from cross-listed upper-division courses offered by other departments. The remaining 3 credits may be in either women's studies courses or cross-listed upper-division credits. (See Courses in Other Departments. Other courses may qualify; check with the Women's Studies Program office for details.) Introduction to Women's Studies (WST 101) is required, and candidates for the minor are strongly urged to take Seminar (WST 407) or History and Development of Feminist Theory (WST 412). No more than 6 credits of Reading and Conference (WST 405) and Practicum (WST 409) may be counted toward the minor. No more than 9 credits may be taken pass/no pass. Courses applied to any major may not count for the women's studies minor. At least 15 credits must be taken at the University of Oregon.

Students may substitute a women's studies minor for one social-science cluster to apply toward university group requirements. Students must consult the director well in advance of graduation for transcript evaluation. In order to be eligible for the certificate or the minor, students must complete all degree requirements and a major in another department.

GRADUATE STUDIES

The graduate certificate in women's studies requires 24 credits in courses approved by the Women's Studies Committee. At least 9 of these credits must be in core courses in the Women's Studies Program Seminar (WST 507 or 607), History and Development of Feminist Theory (WST 512), Practicum (WST 610). No more than 6 credits of Reading and Conference (WST 605) and Practicum (WST 609) can be counted toward the certificate. At least 15 credits must be taken in approved graduate courses offered by other departments. No courses used to fulfill the undergraduate minor in women's studies can be counted toward completion of the graduate certificate. Introduction to Women's Studies (WST 101) or its equivalent is a prerequisite to the graduate certificate. Students who do not have this course may complete the prerequisite by enrolling in Practicum (WST 609) to facilitate discussion groups for Introduction to Women's Studies (WST 101).

A student who is unconditionally admitted to the Graduate School as an unclassified graduate student may complete a certificate without being admitted into a specific disciplinary master's program. Students may also arrange an individually designed interdisciplinary master's degree with a focus on women's studies. For more information see Graduate School section of this bulletin.

WOMEN'S STUDIES COURSES

(WST)

101 Introduction to Women's Studies (4)
Interdisciplinary investigation of the status and contribution of women connects the public issues raised by the feminist movement with the personal experiences of women.

198 Colloquium: [Term Subject] (1—2R)

199 Special Studies: [Term Subject] (1—4R)

200 Innovative Education: [Term Subject] (1—3R)

333, 334 History of Women in the United States I, II (3, 3) Survey of the diverse experiences of American women from colonial times to the present. 333: 1600 to 1870. 334: 1870 to the present.

399 Special Studies: [Term Subject] (1—4R)

400 Innovative Education: [Term Subject] (1—3R)

401 Research (1—16R)

405 Reading and Conference: [Term Subject] (1—5R)

407/507 Seminar: [Term Subject] (1—5R)
A recent topic is Feminist Research Issues. R when topic changes.

408/508 Workshop: [Term Subject] (1—16R)

409 Practicum: [Term Subject] (1—5R)

410/510 Experimental Course: [Term Subject] (1—3R)

412/512 History and Development of Feminist Theory (3) Theories of oppression and liberation of women in America and Europe. Emphasis is on post-1960s theories. Prereq: WST 101 or SOC 216.

601 Research (1—16R) P/N only

605 Reading and Conference: [Term Subject] (1—5R)

607 Seminar: [Term Subject] (1—5R)

608 Workshop: [Term Subject] (1—16R)

609 Practicum: [Term Subject] (1—5R)

610 Experimental Course: [Term Subject] (1—3R)

Courses in Other Departments

See descriptions under named departments.

Anthropology. Women and Culture I: Politics, Production, and Power (ANTH 314), Women and Culture II: Creativity and Symbols (ANTH 315), Anthropology of Gender (ANTH 421/521)

Art Education. Women and Their Art (ARE 452/552)

East Asian Languages and Literatures: Chinese. Women in Chinese Literature (CHN 350)

Educational Policy and Management. Educational History of American Women (EDPM 472/572)

English. Women Writers: (ENG 317, 318), Film Directors and Genres: Women and Melodrama (ENG 490/590), Film Directors and Genres: Women Filmmakers (ENG 490/590),
Feminist Film Criticism (ENG 496/596), Studies in Women and Literature: [Term Subject] (ENG 498/598), Topics in Women and Literature (ENG 696)

Germanic Languages and Literatures: German. German Gender Studies (GER 354)

Germanic Languages and Literatures: Scandinavian. Scandinavian Women Writers (SCAN 353)

Gerontology. Women's Issues in Aging (GERO 490/590)

History. Perceptions and Roles of Women from the Greeks through the 17th Century (HIST 310), Women and Social Movements in Europe from 1750 to the Present (HIST 311)

International Studies. Women and Development in the Third World (INTL 421/521)

Journalism. Women, Minorities, and Media (J 320)

Philosophy. Philosophy and Feminism (PHIL 215)

Planning, Public Policy and Management. Planning and the Changing Family (PPPM 438/538), Career Management for Women (PPPM 474/574)

Political Science. Women and Politics (PS 348), Feminist Theory (PS 483/583)

Romance Languages: French. Autobiographical Writings by Women (FR 435/535), Modern Women Writers (FR 639)

Romance Languages: Italian. Italian Women's Writing (ITAL 498/598)

Romance Languages: Spanish. Spanish Women Writers (SPAN 497/597, 498/598, 499/599)

Sociology. Introduction to the Sociology of Women (SOC 216), Sociology of the Family (SOC 423/523), Social Psychology of the Family (SOC 424/524), Issues in Family Sociology (SOC 425/525), Women and Work (SOC 449/549), Sociology of Women (SOC 455/555), Sex and Identity: Theoretical Perspectives (SOC 456/556), Sociology of Social Welfare (SOC 467/567)
High School Preparation. Students interested in an engineering career are urged to complete as much mathematics and science as possible in high school. If possible, four years of high school mathematics (including advanced algebra, trigonometry, and elementary functions) should be completed in order to begin calculus in the freshman year at the university. Science courses in physics and chemistry are strongly recommended.

PREENGINEERING REQUIREMENTS

The following requirements are designed for students planning to transfer into the Oregon State University (OSU) College of Engineering. Detailed requirements are specified in the OSU College of Engineering Advising Guide, available from the College of Engineering, Oregon State University, Corvallis OR 97331; telephone (503) 737-2833. While preengineering requirements at other engineering schools are similar, students should obtain advising guides from the schools of their choice. Preengineering students should be aware that candidates at OSU must earn a minimum of 204 credits for a bachelor's degree in engineering. Therefore completion of the degree takes an average of almost five years.

The University of Oregon does not offer certain preengineering courses. However, Engineering Graphics (GE 115, 116), Statics (ENGR 211), Dynamics (ENGR 212), Strength of Materials (ENGR 213), and Electrical Fundamentals I, 2 (ENGR 221, 222) are available from Lane Community College. Full-time UO preengineering students may take these courses at no additional charge. Prerequisites for ENGR 211 are Calculus I (MATH 251) and General Physics with Calculus (PHYS 211), and ENGR 211, 212, 213 must be taken in sequence. Details of registration for these courses are available from the preengineering director.

The Department of Physics also offers a three-plus-two program. It allows a student to earn a bachelor's degree in physics from the University of Oregon and a bachelor's degree in engineering from Oregon State University by completing three years of study in Eugene followed by two years in Corvalis in the OSU College of Engineering. Interested students should consult the preengineering director.

All required preengineering courses must be completed with grades of C- or better for admission to the OSU College of Engineering. Those courses are marked with an asterisk (*) in the sample programs below.

Sample Program

The following sample program is for students prepared to begin calculus in their freshman year.

**Sample Program**

The following sample program is for students prepared to begin calculus in their freshman year.

**Freshman Year**

- Calculus I (MATH 251) 4 credits
- Calculus II (MATH 252) 4 credits
- Calculus III (MATH 253) 12 credits
- General Physics with Calculus (PHYS 211, 212, 213) 9 credits
- General Chemistry (CH 221, 222, 223) 9 credits
- General Chemistry Laboratory (CH 227, 228, 229) 9 credits
- College Composition I (WR 121) 3 credits
- Introduction to Numerical Computation with FORTRAN (CIS 133) 4 credits
- Humanities and social science (*) 6 credits

**Sophomore Year**

- Introduction to Differential Equations (MATH 256) 4 credits
- General Chemistry (CH 221, 222, 223) 9 credits
- General Chemistry Laboratory (CH 227, 228, 229) 9 credits
- Foundations of Physics II (PHYS 351) 4 credits
- Fundamentals of Public Speaking (RHCM 122) 3 credits
- Statics, Dynamics, Strength of Materials (ENGR 211, 212, 213) 12 credits

**Sample Program**

The following sample program is for students not prepared to begin calculus in their freshman year.

**Freshman Year**

- College Algebra (MATH 111) 4 credits
- Calculus I (MATH 251) 12 credits
- General Chemistry (CH 221, 222, 223) 9 credits
- General Chemistry Laboratory (CH 227, 228, 229) 9 credits
- College Composition I (WR 121) 3 credits
- Fundamentals of Public Speaking (RHCM 122) 3 credits
- Humanities and social science (*) 9 credits

**Sophomore Year**

- Calculus II (MATH 252, 253), Introduction to Differential Equations (MATH 256) 12 credits
- General Physics with Calculus (PHYS 211, 212, 213) 12 credits
- General Physics Laboratory (PHYS 204, 205, 206) 6 credits
- Introduction to Numerical Computation with FORTRAN (CIS 133) 4 credits
- Statics, Dynamics, Strength of Materials (ENGR 211, 212, 213) 12 credits

Oregon State University also requires Lifetime Fitness (HHP 231), a 3-credit course offered at OSU.

Preparatory Programs and Special Studies

Preparatory Programs

Students may begin preparation for the following professional or graduate programs at the University of Oregon. Some of the programs simply require a bachelor's degree for admission, while others require specific undergraduate courses and field experience. In all cases, interested students should consult appropriate university advisers. The Office of Academic Advising and Student Services assists students in the selection of courses, the timing of graduate admission tests, and other aspects of the application process.

ENGINEERING, PREPARATORY

448 Willamette Hall
Telephone (503) 346-5211
Robert L. Zimmerman, Preengineering Director

Graduates with bachelor's degrees in engineering are in great demand to solve practical problems by applying physical-science principles and mathematics. While it is sometimes difficult to define the difference in outlook between a career in one of the physical sciences, e.g., physics or chemistry, and a career in engineering, engineering solutions to problems are usually much more influenced by practical and economic considerations.

There are two academic phases in earning a bachelor's degree in an engineering field: (1) preengineering is the first two to three years of course work before admission to a professional engineering program, and (2) professional engineering is the last two years of course work at a school of engineering leading to a bachelor of arts or bachelor of science degree in engineering. Engineering graduates may become licensed professional engineers after four years of employment in their field of specialization and successful completion of state license examinations.

The University of Oregon offers a preengineering program for students wanting to complete their first two to three years of study at a liberal-arts university before transferring to a school of engineering. Details are contained in the Student Guide for Engineering Preparation at the University of Oregon including the 3/2 Program with Oregon State University, available from the preengineering director.
The University of Oregon offers courses that satisfy admission requirements for the Oregon Health Sciences University (OHSU) School of Dentistry in Portland and to many other accredited dental schools. Predental students must realize that there is competition for admission to the OHSU School of Dentistry. The mean grade point average (GPA) of the entering class of 1990 was 3.20. If the GPA is below 3.00 there is less probability of acceptance. However, the Admissions Committee of the School of Dentistry makes special allowance for students who start poorly but then improve substantially in their predental course work.

The Dental Admission Test should be taken no later than full term one year before admission. Application for this test must be made well in advance of the scheduled test date. A pamphlet describing the test, giving dates and places where it will be given, and providing application information is available in the Office of Academic Advising and Student Services, 164 Oregon Hall.

Three letters of recommendation are required by the OHSU School of Dentistry, one each from teachers of biology, chemistry, and physics. If the information is to be of any value to the admissions committee, it is important for preprofessional students to have references from teachers who have actually worked with them. In large classes, a more useful reference may be obtained from a laboratory teaching assistant than from the lecturer, who may not deal personally with the student. The evaluation should be obtained immediately following the conclusion of a term's work. Evaluation forms are available from the UO Career Planning and Placement Service, 244 Hendricks Hall.

Recommended Electives. Dental schools recommend that predental students, in addition to completing the basic requirements already described, choose electives that broaden their cultural background and strengthen their scientific training. Courses in the following fields are suggested: developmental biology, microbiology, genetics, physical chemistry, mathematics, foreign language (completion of a second-year course), philosophy, public speaking, music and art appreciation, history, economics, sociology, literature, anthropology, and personnel management. Students should explore their own interests and obtain the best possible general cultural education. The guidance of predental advisers in course planning is indis-
Dental Preceptorship. The university sponsors a dental preceptorship program through the Predental Club that allows students to observe dental professionals at work. The Predental Club is a group of students interested in dentistry and dental hygiene. The students organize free tours of the Oregon Health Sciences University School of Dentistry, promote dental health through Dental Awareness Day, and serve as peer advisers. For more information inquire at the prehealth sciences information area in 164 Oregon Hall.

MEDICAL TECHNOLOGY, PREPARATORY

M. Charlene Larson, Head Adviser

The university offers course work that satisfies most of the requirements for admission to the Oregon Health Sciences University (OHSU) Medical Technology Program in Portland. One requirement, a course in immunology, is not offered at Oregon and must be taken at another university or college. Two options are available. The first option consists of three years of work on the UO campus and one year at the OHSU and culminates in a bachelor of science (B.S.) in medical technology awarded by the OHSU. Students who choose the other option complete a bachelor's degree at the UO before entering a medical technology certification program.

Requirements

The first three years of undergraduate work (135 credits) must include:

Biology. 24 credits including one course in microbiology (bacteriology). Immunology is required either as part of microbiology or as a separate course. Genetics, physiology, and anatomy are recommended.

Chemistry. 24 credits, lecture and laboratory, including general inorganic chemistry, organic chemistry, or biochemistry. Quantitative analysis and physical chemistry are recommended.

Mathematics. One course in college-level mathematics. Courses in statistics, physics, and electronics are strongly recommended.

During the three years on the UO campus, the student must satisfy the science requirements for admission to the final year at the OHSU School of Medicine as well as that school's general degree requirements. The following recommended courses satisfy the science requirements:

Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) or CH 224, 225, 226 with laboratories (CH 237, 238, 239)

Introductory Organic Chemistry (CH 331, 332) with laboratories (CH 337, 338)

Bacteriology (BI 318) or Biology, 24 credits, including Microbiology (BI 330)

College Algebra, Elementary Functions (MATH 111, 112)

Students planning to graduate from the University of Oregon prior to their year of training in medical technology must meet all general university requirements for students in the College of Arts and Sciences and all special requirements for their chosen major with the necessary number of upper-division credits. Students who have completed their bachelor's degree may take their medical technology training at most schools or hospitals in the country that offer such a program; they are not limited to the OHSU.

Medical Technology Curriculum

The curriculum for the year-long program at the OHSU School of Medicine follows:

**Fall Term** 18 credits

- Clinical Microbiology (MT 410) ........................................ 2
- Clinical Biochemistry (MT 415) ...................................... 2
- Hematology (MT 417) .................................................. 2
- Medical Laboratory Technique and Theory (MT 422) ............. 10
- Clinical Immunology and Serology (MT 420) ...................... 2

**Winter Term** 18 credits

- Clinical Microbiology (MT 411) ...................................... 2
- Pathophysiology and Medical Terminology (MT 412) .......... 2
- Clinical Biochemistry (MT 416) ...................................... 2
- Hematology (MT 418) .................................................. 2
- Medical Laboratory Technique and Theory (MT 423) .......... 10

**Spring Term** 17 credits

- Introduction to Laboratory Management and Personnel Supervision (MT 413) ........................................... 1
- Medical Laboratory Technique and Theory (MT 424) .......... 10
- Clinical Toxicology and Therapeutic Drug Monitoring (MT 426) .................................................... 1
- Laboratory Instrumentation and Maintenance (MT 428) .......... 1

Admission

Completion of the required courses does not guarantee admission; primary consideration is given to well-qualified applicants who are residents of Oregon. Superior applicants from other states also receive serious consideration. Applicants are expected to submit, in support of their candidacy, three letters of recommendation, one each from faculty members in biology and chemistry and one from another academic or nonacademic source. An application for admission may be obtained from the Director of Admissions, Oregon Health Sciences University School of Medicine, 3181 SW Sam Jackson Park Road, Portland OR 97201. Applications are available during fall term and are accepted until December 1 for the following year's class.

MEDICINE, PREPARATORY

Marliss G. Strange, Head Adviser

The university offers a premedical program that satisfies the requirements for admission to the Oregon Health Sciences University (OHSU) School of Medicine in Portland as well as most other American medical schools. The program is supervised by the Premedical Advisory Committee, which is composed of faculty members at the UO, a physician, and the prehealth sciences coordinator.

The Office of Academic Advising and Student Services has a prehealth sciences information area with catalogues, recent literature about the profession, and information and assistance on admission tests and procedures. The varying admission requirements of medical schools are listed in Medical School Admission Requirements. Order forms are available at the prehealth sciences information area in 164 Oregon Hall. Because most students apply to five or six medical schools besides the OHSU School of Medicine, they should consult this book during their junior year.

Minimum Requirements

The minimum requirements for admission to the OHSU School of Medicine and many other medical schools can be met with the following course work:

- Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) or Honors College Chemistry (CH 224, 225, 226) with laboratories (CH 237, 238, 239)
- Introductory Organic Chemistry (CH 331, 332) or Organic Chemistry (CH 334, 335, 336) with laboratories (CH 337, 338). Although the OHSU School of Medicine accepts CH 331, 332, some medical schools require a full year of organic chemistry.

Three terms of biology covering basic concepts of cell structure and function, development, medicine, and genetics. Premedical students may take Genetics and Evolution, Medical Genetics (MT 415) or Genetics (MT 414) with laboratories (BI 220, 221, 222) with laboratories (BI 225, 226, 227) to meet this requirement. Cellular Physiology (BI 223) with laboratory (BI 228) is recommended.

Alternatively, some students may take General Biology I,II,III (BI 101, 102, 103) with laboratories (BI 111, 112, 113). Although these courses meet minimum admission requirements, the Premedical Advisory Committee does not recommend them as the sole preparation either for medical school work or for the Medical College Admission Test (MCAT). These courses are in addition to the general college major program and prepares students for some upper-division work in biology. It does not, however, substitute for the BI 220–222 core courses required for the biology major and for admission to most upper-division work in biology. All other students should consult their advisers on the suitability of this alternative.

College-level mathematics including an introductory course in calculus, 12 credits

- General Physics (PHYS 201, 202, 203) or General Physics with Calculus (PHYS 211, 212, 213) with laboratories (PHYS 204, 205, 206)

A minimum of 6 credits in psychology, approved as group-satisfying courses in either the social science or the science group

Specific courses are recommendations only; in some instances alternative courses may be acceptable or preferred to meet major requirements. Transfer students and postbacca­laureate students may meet the minimum requirements in other ways; they should consult their advisers and Medical School Admission Requirements. More detailed information on curriculum, application procedures, and the medical profession is available at the prehealth sciences information area in 164 Oregon Hall.
Admission
Most medical schools give preference to stu-
dents with bachelor's degrees in academic sub-
jects; premedicine is not an academic major. Any
major is acceptable to medical schools, and re-
cent research has demonstrated that there is
no bias against the non-science major in the
selection process. Nor is there any significant
difference between the science and the
non-science major in medical school perfor-
mance or in eventual selection of residency.
Specific requirements for various majors are
found in this bulletin under department and
program headings; see also the General Sci-
cence section.
A few students are admitted to medical school
to the end of their junior year on the assump-
tion that credits earned in medical school may
be transferred back to the undergraduate insti-
tution to satisfy bachelor's degree requirements
in remaining upper-division science credits.
Students planning to enter medical school at
the end of their junior year should consult ad-
visers regularly to ensure that general univer-
sity and departmental major requirements are
met. Those students must have completed 138
credits at the University of Oregon or have
met the university residence requirement of 45
UO credits after completing 126 credits.
Beyond the satisfactory completion of mini-
mum requirements, selection for admission is
based on many factors including undergraduate
grade point averages, MCAT scores, and let-
ters of recommendation.
Currently, a 3.50 GPA is the national mean
for accepted applicants, and it is unlikely that a
candidate with a GPA below 3.00 would be
accepted at most United States medical schools.
Furthermore, courses taken to satisfy the
science requirements must be taken for let-
ter grades. The pass/no pass option should be
used sparingly and only in non-science courses.
Nearly all medical schools require applicants
to take the MCAT, given in early spring and
fall each year. Reservations for this examina-
tion must be made at least one month in ad-
vance of the scheduled date; reservation blank
are available in 164 Oregon Hall at the
prehealth sciences information area, which
also has a manual that describes the test and
provides practice questions and suggestions for
preparing for the test. Applicants are urged to
take the test in the spring of the calendar year
immediately preceding the year of admission to
medical school and not later than the fall term
one year before anticipated admission.
Three to five letters of recommendation from
science faculty members are generally required
and used in the selection process. The impor-
tance of these letters cannot be overempha-
sized. The Oregon Health Sciences University
School of Medicine prefers letters from science
faculty members and from advisers who have
known a student for several years. A letter of
recommendation should be requested at the
conclusion of a course, while the student’s
performance is fresh in the instructor’s mind. Ad-
visers need to see students frequently to write
accurate letters of recommendation.
The university sponsors an academic and ser-
service society, the Asklepiads. For more informa-
tion, see the Honors and Awards section of this
bulletin.
Osteopathic medical schools require basically
the same minimum undergraduate program. A
few schools request letters of recommendation
from practicing osteopaths.
Chiropractic medical schools require many of
the same courses, although for some the biol-
ogy requirement includes anatomy and physi-
ology.
NUCLEAR MEDICAL TECHNOLOGY, PREPARATORY
Nuclear medical technology is a paramedical
specialty concerned with the use of radioactive
materials for diagnostic and therapeutic pur-
poses. The Veterans Administration Medical
Center in Portland is affiliated with the
Oregon Health Sciences University for purposes
of providing training for this rapidly growing
profession. To be admitted to the one-year
twelve-month program, applicants must have
completed a bachelor's degree with a ma-
or in biology, chemistry, or physics. General
science major are considered if they have
completed prerequisite science courses. Certi-
fied medical technologists, radiologic tech-
nologists, and nurses with four-year degrees are
also admissible.
The Office of Academic Advising and Student
Services, in 164 Oregon Hall, has additional
information.
NURSING, PREPARATORY
Hilda Yee Young, Head Adviser
The University of Oregon offers most of the
courses needed to satisfy admission require-
ments for the Oregon Health Sciences Univer-
sity (OHSU) School of Nursing bachelor's de-
gree program in Portland and the Oregon
Institute of Technology (OIT) Department of
Nursing in Klamath Falls. The programs take
a minimum of one year of preprofessional work
and three years of professional training and
lead to a bachelor of science (B.S.) in nursing.
A minimum of 45 credits are required in the
prenursing program. The following courses
must be completed as part of this 45-credit ad-
mission requirement:
Introductory General Chemistry (CH 211,
212, 213) or General Chemistry (CH 221,
222, 223) with laboratories (CH 227, 228,
229) 
College Algebra (MATH 1111)
One course in nutrition, which may be com-
pleted at a community college or by correspon-
dance through Oregon State University
The remainder of the 45-credit requirement
should consist of courses that are part of the
graduation requirements at the OHSU or OIT,
including Introduction to Cultural Anthropol-
yogy (ANTH 110), College Composition I
(WR 121) and College Composition II or III
(WR 122 or 123), Introduction to Sociology
(SOC 204), Mind and Brain (PSY 201), Mind
and Society (PSY 202), Development (PSY
375).
Students are urged to complete university
group-satisfying courses in arts and letters, so-
ience, and science. Some of the previ-
ously named courses (e.g., in chemistry, an-
thropology, and psychology) may also be ap-
plied to group requirements. See Group Re-
quirements in the Registration and Academic
Requirements section of this bulletin.
Some variation in the program is possible, but
students must consult with advisers; no vari-
ation is permitted in the chemistry, algebra,
trition, and credit requirements. Students must
maintain at least a 2.50 GPA during the
prenursing program to be eligible for admis-
sion.
Interested students who have earned a
bachelor's degree in a discipline other than
schooling may want to investigate accelerated
bachelor of science in nursing and master of
science in nursing programs offered at other
colleges and universities.
Admission
Completion of the preprofessional program
does not guarantee admission to the OHSU
School of Nursing or other bachelor's degree
programs in the state. No preference is given to
Oregon residents.
Students must file applications for admission
before February 15 of the year before antici-
pated matriculation; applications may be re-
quested from the Office of the Registrar, Or-
regon Health Sciences University School of
Nursing, 3181 SW Sam Jackson Park Road,
Portland OR 97201.
Two years of preprofessional training lightens
the academic load at the School of Nursing,
but three years of professional training are still
needed.
PHARMACY, PREPARATORY
James W. Long, Head Adviser
The University of Oregon offers a program
that fulfills admission requirements to the Or-
Oregon State University (OSU) College of Phar-
acy in Corvallis and to many other accred-
ited pharmacy schools. Students considering
other pharmacy schools should review Phar-
my Schools Admission Requirements, avail-
able in the Office of Academic Advising and
Student Services, 164 Oregon Hall.
The prepharmacy curriculum for the OSU
College of Pharmacy requires 90-96 credits,
including:
Introductory General Chemistry (CH 211,
212, 213) or General Chemistry (CH 221,
222, 223) with laboratories (CH 227, 228,
229), or Honors General Chemistry (CH 224,
225, 226) with laboratories (CH 237, 238,
239) 
Organic Chemistry (CH 334, 335, 336) with
laboratories (CH 337, 338), 13 credits
General Biology I,II,III (BI 101, 102, 103)
with laboratories (BI 111, 112, 113) or Genet-
ics and Evolution (BI 220), Molecular Biology
(BI 221), Cellular Biochemistry (BI 222), with
laboratories (BI 225, 226, 227)
Bacteriology (BI 318) 
Calculus I (MATH 251) or Calculus for Busi-
ness and the Social Sciences I (MATH 241)
Introduction to Sociology (SOC 204)
Mind and Society (PSY 202) 
Introduction to Economic Analysis: Microeco-
nomics (EC 201) and Introduction to Eco-
omic Analysis: Macroeconomics (EC 202)
The University of Oregon offers courses that satisfy admission requirements for sixteen United States schools and colleges of optometry. Although specific requirements vary, all schools emphasize mathematics, general physics, general chemistry, and biology. Some require additional courses in organic chemistry, psychology, social science, literature, philosophy, statistics, English, and foreign languages.

All applicants must take the Optometry Admission Test (OAT), usually given in fall and spring. Applicants must also submit letters of recommendation from science instructors.

Practicum opportunities are available to students who want experience observing optometrists at work.

Address inquiries to the American Optometric Association, 243 N. Lindbergh, St. Louis MO 63141.

Pacific University in Forest Grove, a private school; Southern California College of Optometry; and University of California, Berkeley, participate in the WICHE program.
Physical Therapy, Preparatory

Patricia M. Scott, Head Adviser

The university offers a prephysical therapy program that satisfies requirements for admission to most United States schools of physical therapy. Students may choose either (1) to obtain a bachelor's degree, simultaneously fulfilling requirements for entrance into a physical therapy certificate or master's degree program, or (2) to transfer to a school of physical therapy after completion of physical therapy prerequisites at the University of Oregon. The latter entails transferring to a bachelor's degree program in physical therapy.

Requirements. Students planning to obtain a bachelor's degree at the University of Oregon should declare their majors relatively early so that physical therapy option requirements can be fulfilled within a chosen major. No specific major is required for most postbaccalaureate programs as long as certain course work is completed. However, because considerable physical science background is required for admission, students usually choose a compatible major.

Students planning to transfer after their sophomore year must fulfill virtually all of the physical therapy requirements in their lower-division work. They must also meet lower-division graduation requirements of the school to which they apply for admission. Approximately 60 percent of the students who apply for bachelor of science degree programs in physical therapy already have bachelor's degrees in other fields.

Most schools require 12 credits each of general biology, general chemistry, and general physics and 6 credits each of human anatomy and human physiology (including laboratories in all science courses). In addition, many schools require course work in abnormal psychology, developmental psychology, and statistics. Letters about the profession. Most schools require 100

For more information on physical therapy, students may write to the American Physical Therapy Association, 1111 N Fairfax Street, Alexandria VA 22314; telephone (800) 999-2782.

Podiatry, Preparatory

Marliss G. Strange, Head Adviser

The university offers courses that satisfy admission requirements for the seven accredited colleges of podiatric medicine in the United States. Information on specific requirements, on the Medical College Admission Test (MCAT), and on careers in podiatry is available in the Office of Academic Advising and Student Services, 164 Oregon Hall. For more information, students may write to the American Podiatry Association, 20 Chevy Chase Circle NW, Washington DC 20015.

California College of Podiatric Medicine, in San Francisco, participates in the WICHE program; telephone (800) 334-2276.

LAW, PREPARATORY

164 Oregon Hall

Telephone (503) 346-3211

Jack W. Bennett, Head Adviser

In general, all major law schools require that applicants for admission have a bachelor's degree. They do not, however, require specific undergraduate majors or specify a specific prelegal curriculum. Law schools suggest that prospective students choose majors that provide education in broad cultural fields, which orient students to the general societal framework within which our legal system has developed.

Whatever the undergraduate major, prelaw students should place considerable emphasis on the development of skills in English composition and communication and on acquiring the ability to read with understanding, to think logically, and to perform research and analysis competently. Many law schools advise against a large concentration of courses in vocational training.

The University of Oregon School of Law recommends the following courses for student consideration. They are not required for admission, nor do they substitute for a broad, well-developed educational background.

College Composition I, II, III (WR 121, 122, 123), Advanced Composition (WR 423)
Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202), and Introduction to Economic Analysis: Applications to Current Issues (EC 203)

United States (HIST 201, 202, 203)

Introduction to Financial Accounting I (ACTG 221), Introduction to Management Accounting (ACTG 260)

Critical Reasoning (PHIL 103), Social and Political Philosophy (PHIL 307, 308)

English (HIST 331, 332, 333)

Political Theory (PS 430, 431, 432)

Literature and additional expository writing courses

Courses in psychology and sociology are recommended.

All accredited law schools in the United States require their applicants to submit scores from the Law School Admission Test (LSAT). The examination is given in October, December, February, and June. Registration forms are available in the prelaw advising area, 164 Oregon Hall; the School of Law admissions office; and the University Counseling Center's Testing Office, 238 Student Health Center (1590 East 13th Avenue) and must be mailed a month before the testing date. For those planning to attend law school immediately upon graduation, it is recommended that the examination be taken in the spring of the junior year or at the earliest possible date in the senior year. The test may be repeated, but most law schools average combined scores. The Center for Academic Learning Services (68 Prince Lucien Campbell Hall; telephone (503) 346-3226) offers moderately priced review courses each term.

Each law school has its own admission criteria. The primary predictors of admission are LSAT scores and grade point averages. Various subjective factors are also considered. Students should use the pass/no pass option with restraint. They should expect to provide letters of recommendation and statements of purpose. Additional information about prelegal study and law school admission is contained in the Prelaw Handbook, available at the Office of Academic Advising and Student Services, the School of Law admissions office, and campus bookstores. Students who want more information or assistance should inquire at the prelaw information area, 164 Oregon Hall, and consult the admissions director of the School of Law, University of Oregon.

Staff members in the Office of Academic Advising and Student Services supply the prelaw information area with catalogues, recent literature on the profession, and information and assistance on admission tests and procedures. Each fall and spring workshops are scheduled for students interested in preparing for law school.

LIBRARY SCIENCE, PREPARATORY

The best preparation for graduate training in library science is a liberal arts undergraduate education with a strong concentration in one or more majors. No specific major is required for admission, but many programs recommend competence in foreign languages and a foundation in computer science.

The state of Oregon participates in a WICHE contract with six western graduate programs: the Universities of Arizona; Hawaii, Manoa; Washington; California, Berkeley; and California, Los Angeles; and San Jose State University. See the WICHE Programs in the Health Sciences, Preparatory section of this bulletin for the WICHE certification procedures.

The Office of Academic Advising and Student Services, 164 Oregon Hall, has catalogue information on the WICHE schools.
The master of business administration program trains graduates for high-level management positions. Two models of preparation currently exist. The first model is to complete an undergraduate major in the College of Business Administration and then enter a master's degree program. Some schools permit transfer credit earned in undergraduate course work to count toward the graduate degree; many of the more competitive programs, however, require two years of residency and allow no transfer credit.

The second model is to complete an undergraduate major and degree outside the College of Business Administration before entering an M.B.A. program. Many schools look for diversity of background in their applicants, and a broad liberal arts education is considered an excellent foundation. Students should develop analytic skills through course work in calculus, computer programming, and economics, and communication skills through course work in business English, scientific and technical writing, advanced composition, and speech. Studies in the behavioral sciences are particularly suitable for future managers.

For most graduate schools of business, significant work experience and achievement are important considerations in evaluating an application for admission. Certain types of experience may reflect motivation, exposure to practical problems, and the ability to apply these to a business school education. In the evaluation of work experience, one of the qualities business schools look for is leadership potential. An individual's response and reaction to a job experience and the personal growth that may result are considered more closely than the actual status of a job. Business curricular activities, internships, and part-time, summer, or volunteer work.

The Office of Academic Advising and Student Services, 164 Oregon Hall, houses a catalogue library of graduate programs in social work. The application process generally begins very early in the senior year or even before.

TEACHER EDUCATION, PREPARATORY

164 Oregon Hall
Telephone (503) 346-3211
Nancy Miller, Head Adviser

UO students interested in teaching careers should pursue academic programs and extracurricular activities that provide a rich experience and knowledge base for teaching. Those planning to teach at the secondary level should choose majors and minors in the College of Arts and Sciences or professional schools in the subject-matter area or areas they plan to teach. Elementary teachers need a broad background in art, music, literature, mathematics, natural sciences, social sciences, writing, health, and physical education. Prospective teachers can learn about the choices and opportunities available to them through informational workshops and preprofessional advising offered through the Office of Academic Advising and Student Services. Students can earn university credit while getting supervised practical experience working with children or adolescents through the university's ESCAPE Field Studies Program, Mill 111 Erb Memorial Union. An up-to-date collection of advising materials from teacher education programs located in Oregon is housed in the Office of Academic Advising and Student Services, 164 Oregon Hall. Admission to teacher education programs in Oregon is competitive. For specific suggestions about appropriate academic preparation, field experience, and other admission requirements, students should make early contact with institutions offering the fifth-year teacher education programs to which they plan to apply.

These programs are available at Eastern Oregon State College, Oregon State University, Portland State University, Southern Oregon State College, and selected private colleges. Four-year undergraduate degree programs in education are offered at Southern Oregon State College, Western Oregon State College, and several private colleges.

SPECIAL STUDIES

Most of the university curriculum is described under departments and programs within sponsoring colleges or schools. Additional courses are available in the areas listed below.

ACADEMIC LEARNING SERVICES

68 Prince Lucien Campbell Hall
Telephone (503) 346-3226
David Hubin, Director

The Center for Academic Learning Services offers the following courses.

ACADEMIC LEARNING SERVICES COURSES (ALS)

101 Introduction to University Study (3)
Emphasizes the critical reading, writing, and research skills necessary for effective study methods. New study techniques are applied to this and other courses.

102 College Reading Skills (3) Practice in analysis, synthesis, and evaluation of a variety of sources relating to a contemporary issue. Emphasis on writing abstracts, reviews, and critiques that demonstrate critical reading ability. Prereq: instructor's consent.

199 Special Studies: [Term Subject] (1–3R) R twice for a maximum of 4 credits.

399 Special Studies: [Term Subject] (1–4R) 408/508 Workshop: [Term Subject] (1–4R)

409 Supervised Tutoring: [Term Subject] (1–4R) R for maximum of 6 credits.

608 Workshop: [Term Subject] (1–4R)

609 Supervised Tutoring: [Term Subject] (1–4R) R for maximum of 6 credits.

A maximum of 12 credits in ALS courses may be counted toward the total credits required for a bachelor's degree.

AIR FORCE ROTC

Students interested in obtaining an officer's commission in the U.S. Air Force upon graduation may join the Air Force Reserve Officers Training Corps (ROTC) unit at Oregon State University (OSU). Undergraduate credits may be earned at OSU without payment of additional tuition and transferred to the University of Oregon as electives. See the statement on Concurrent Enrollments in the Registration and Academic Policies section of this bulletin. For more information, write or call Air Force ROTC, 305 McAlexander Fieldhouse, Oregon State University, Corvallis OR 97331-4902; telephone (503) 737-3291.

APPLIED INFORMATION MANAGEMENT PROGRAM

Continuation Center
333 Oregon Hall
Telephone (503) 346-4231
In Oregon (800) 524-2404
Linda F. Ettinger, Academic Director

Academic Advisory Board
Linda F. Ettinger, art education
Paul S. Holbo, history
The interdisciplinary master’s degree program in applied information management (AIM) was designed in response to rapid developments in information technologies and the resulting impact on organizations. Developed in association with other institutions and area industries, the course of study leads to a master of science (M.S.) degree in the Interdisciplinary Studies: Individualized Program (ISIP) with a focus on applied information management. Most courses are scheduled during the evening once a week in the University of Oregon Portland Center in downtown Portland.

The degree is specifically designed to serve midcareer professionals working in high-technology organizations and now includes a broad student population. The AIM program is based on the belief that information managers must have more than an understanding of new technologies. They must combine knowledge in management, business, and visual communications with an awareness of high technology and a global context in order to meet the challenges of the future. The AIM program offers innovative graduate study in management education as an alternative to the traditional master of business administration (M.B.A.) and to the M.S. in computer science or data processing.

Students are active participants in the design and implementation of the AIM program and are regularly consulted about appropriate curriculum content. Their ideas are solicited for the design of workshops. Students are expected to participate in the flow of classroom interaction. In these ways the program promotes sharing of professional knowledge and experience. Nondegree certificates of completion are offered to individuals interested in specific areas of content but not seeking the master of science degree. Certificate students participate in the same classes as master’s degree students.

**Curriculum**

To obtain a master of science degree in interdisciplinary studies: individualized program: applied information management, students must complete a 60-credit program consisting of four components: information management (16 credits), business management (16 credits), information design (16 credits), and research (12 credits). A list of required courses is available from the Continuation Center program coordinator.

The master’s degree admission process is aimed at selecting students with demonstrated potential to become responsible, effective managers. No specific undergraduate major is required. Factors considered for admission include professional experience, letters of recommendation, a letter of purpose, test scores from the Graduate Record Examinations (GRE), the Graduate Management Admission Test (GMAT), or the Miller Analogy Test (MAT), and undergraduate grade point average (GPA).

Admission to certificate programs does not require a bachelor’s degree. For more information and to request application materials write or call Liv Elsa Jessen, AIM program coordinator at the UO Continuation Center.

**Army ROTC**

See Military Science

**Labor Education and Research Center**

1675 Agate Street
Telephone (503) 346-5054
Margaret J. Hallock, Director

**Faculty**

Steven Deutsch, professor. See Sociology
William Fritz, instructor. (1985)

**Emeritus**


The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

The Labor Education and Research Center (LERC) was established at the University of Oregon in 1977 by the Oregon Legislative Assembly on the recommendation of the State Board of Higher Education. LERC was founded to serve the educational and research needs of Oregon workers and their organizations.

LERC serves as a liaison between members of Oregon’s labor community and the state system of higher education. Research and educational programs provide a catalyst for interaction among labor leaders, public officials, arbitrators, labor relations specialists, and members of the academic community.

LERC produces educational programs including seminars, conferences, and short courses on campus and throughout the state. It offers training and education to unionists in grievance handling, arbitration, collective bargaining, health and safety, and issues of concern in today’s complex and rapidly changing economy. LERC also cooperates with national, regional, and state labor organizations to provide intensive training and educational opportunities for union members, officers, and staff members in one-week residential programs.

The broader labor relations community of arbitrators, mediators, and labor relations professionals is served through LERC’s conferences and programs on public- and private-sector labor law, worker participation, and labor-management cooperation.

LERC faculty members are engaged in research on current and emerging issues in labor relations and working life. Areas of research include the global economy and the effects of technological change on work, the changing environment and structure of collective bargaining, dispute resolution, work and family issues, and issues concerning the changing workforce. LERC publishes a regular monograph series and occasional working papers.

A work-place health and safety program produces research, publications, and programs on occupational health and safety, work practices, hazard identification and training, and new technology.

LERC is advised by a committee of representatives from state and national labor organizations.

LERC in Portland. In 1987 a LERC office was opened in the University of Oregon Portland Center, which is described in the Campus and Community Resources section of this bulletin. It provides increased service to the metropolitan area through both general and specialized programs. A Portland-area committee of labor leaders provides consultation about program offerings. The University of Oregon Portland Center is located at 722 SW Second Avenue in Portland; telephone (503) 725-3295.

LERC is a member of the University of College Labor Education Association and the Pacific Northwest Labor History Association.

Most of the center’s courses are offered without credit. However, workers participating in LERC programs can arrange for academic credit when certain conditions are met.

Full-time students at the university may be eligible for one or more of the courses available directly through the center. These courses are limited to students who have made acceptable arrangements for study with individual center faculty members; they are subject to the approval of the director. The center’s faculty members work with a student to determine how a LERC course fits into his or her academic program. LERC faculty members are available to students for consultation related to the center’s interest areas.

Address inquiries to the Labor Education and Research Center, 1675 Agate Street, University of Oregon, Eugene OR 97403.

**Labor Education and Research Center Courses (LERC)**

401 Research (1–21R)

405 Reading and Conference: (Term Subject) (1–21R)

406 Supervised Field Study (1–21R) Supervised activity related to areas such as labor education, local union administration, and job safety and health.

407/507 Seminar: (Term Subject) (1–5R) Only a few seminars can be offered each year. Recent topics are Arbitration, Contemporary Labor Problems, Occupational Safety and Health Issues, Protective Labor Legislation, The Role of Unions in the U.S., Selected Issues in Public Employment Relations, Unions and Politics, and Workers’ Compensation.
408/508 Workshop: [Term Subject] (1-2R)
410/510 Experimental Course: [Term Subject] (1-5R) Topics include Bargaining Simulations, Techniques of Labor Education, and Unions and Technology.
601 Research (1-16R) P/N only
605 Reading and Conference: [Term Subject] (1-16R)
606 Supervised Field Studies (1-16R)
608 Workshop: [Term Subject] (1-16R)

LIBRARY
113 Knight Library
Telephone (503) 346-3056
George W. Shipman, University Librarian

For information on University of Oregon Library services and faculty members, see the Library section of this bulletin under Campus and Community Resources.

LIBRARY COURSES (LIB)
101 Introduction to the Library (1) Introduc-tion to the fundamental resources of a library: its catalogues, periodical indexes, subject encyclopedias, and special collections. Students may not receive credit for both LIB 101 and 127.
127 Use of the Library (3) Initial training in effective use of library materials such as catalogues and subject headings, indexes, abstracts, encyclopedias, dictionaries, and bibliographies.
199 Special Studies: [Term Subject] (1-3R) Introduction to general library resources and to subject-related library resources. R when topic changes.
230 Business and Economics Research Sources (3) Introduction to the library's business and economics materials including company information and investment analysis. Development of financial research techniques.
240 Legal Research (3) Attempts to provide a basic understanding of the legal system and process. Introduction to legal research tools and to the Kenneth Lucas Fenton Memorial Law Library. Not offered 1992-93.
405 Reading and Conference: [Term Subject] (1-21R)
407/507 Seminar: [Term Subject] (1-5R) Library resources and bibliography.
410/510 Experimental Course: [Term Subject] (1-5R)
441/541 History of the Book (3) Development of the book from earliest times to the present: alphabet and scripts, manuscript books, printing, production and distribution, relation to social conditions.
605 Reading and Conference: [Term Subject] (1-16R)

MILITARY SCIENCE
1679 Agate Street
Telephone (503) 346-3102
James F. Hinton, Department Head

COURTESY FACULTY

Thomas A. Burgess, courtesy assistant professor; major, National Guard, B.S., 1969, Eastern Oregon State. (1990)

Special Staff
Blaine E. Inman, primary drill instructor; master sergeant, U.S. Army. (1988)
Phillip J. Kinyi, Jr., detachment sergeant major; master sergeant, U.S. Army. (1990)
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

The Department of Military Science is organized as a regular instructional division of the university. The department offers four years of military science courses divided between lower and upper division. These courses are elective and are open to all admitted students at the university.

Curriculum
The curriculum is an interdisciplinary course of study designed to meet the following objectives:
1. Provide a general knowledge of the historical development of the United States Army and its role in support of national objectives
2. Provide a working knowledge of the general structure of the army and how the various components operate as a team
3. Develop an understanding of professional ethics
4. Improve communication skills
5. Develop practical leadership skills
Lower Division. Lower-division (100- and 200-level) courses are usually 1 credit each. They provide a basic framework for later courses and emphasize basic military terms, leadership, organization, and equipment.
Upper Division. Upper-division (300- and 400-level) courses are usually 3 credits each. They provide advanced leadership, tactics, and ethics education. A minimum of one written project is completed each term.

Extracurricular Activities
The department supports the activities of cadet organizations such as drill team, rifle team, and—for those interested in outdoor activities and individual skills—marauder (ranger) training. Participation in such activities does not earn university credit.

MILITARY SCIENCE COURSES (MIL)
121, 122, 123 Military Science I (1,1,1) Introduction to the military, land navigation, fundamentals of leadership, first aid.
199 Special Studies: [Term Subject] (1-3R)
221, 222, 223 Military Science II (1,1,1) Role of the Army, introduction to military structure and organization, small-unit leadership and tactics.
321, 322, 323 Military Science III (3,3,3) Applied leadership experience, applied small-unit tactics and military communications, advanced land navigation.
405 Reading and Conference: [Term Subject] (1-3R)
410 Experimental Course: [Term Subject] (1-3R)
411, 412, 413 Military Science IV (3,3,3) Staff and command functions in the military; leadership, professional ethics; military justice.

The U.S. Army supports Reserve Officers Training Corps (ROTC) programs at colleges and universities throughout the country. Students who take military science courses may also participate, by contractual arrangement with the Department of the Army, in the process that leads to a commission as a second lieutenant in the U.S. Army. During the period of enrollment in the advanced phase of training leading to a commission, each cadet must take, in addition to military science courses, a course in each of the following subjects: military history, written communication, mathematical reasoning, human behavior, and computer literacy. Some of these courses count toward group requirements for a bachelor's degree.

The army sponsors three- and four-year scholarships. These are awarded by the army on a competitive basis to students who seek a commission. Anyone interested in pursuing a commission or scholarship or both should write or call Lt. Col. James F. Hinton, 1679 Agate Street, Eugene OR 97403; telephone (503) 346-3102.

OVERSEAS STUDY
Office of International Education and Exchange
330 Oregon Hall
Telephone (503) 346-3206
Thomas Mills, Director

The Office of International Education and Exchange, which reports to the Office of International Affairs, 221 Johnson Hall, is responsible for University of Oregon overseas study and exchange programs. Each course prefix below is unique to a single overseas study program; the prefixes, numbers, titles, and credit ranges shown below. After UO course equivalents are determined, the generic overseas-study information is replaced with appropriate course-level designations, titles, and credits. For example, a junior-level 5-credit course in the history of 19th-century Australia that was taken at La Trobe University appears on the
student's permanent UO academic record as OLAT 388 HIST: Australia in the 19th Century 5 [credits].

NICSA is the Northwest Interinstitutional Council on Study Abroad. CIEE is the Council on International Educational Exchange. ISEP is the International Student Exchange Program.

OVERSEAS STUDY COURSES

Argentina
OBEL 188, 288, 388, 488, 688 Overseas Studies: Buenos Aires, Universidad de Belgrano (ISEP) (1–12R)

Australia
OCUR 188, 288, 388, 488, 688 Overseas Studies: Curtin University (1–12R)
OLAT 188, 288, 388, 488, 688 Overseas Studies: La Trobe University (1–12R)

China
OBEI 188, 288, 388, 488, 688 Overseas Studies: Beijing, Central Institute for Nationalities (1–12R)

Colombia
OJAV 188, 288, 388, 488, 688 Overseas Studies: Bogota, Pontificia Universidad Javeriana (ISEP) (1–12R)

Czechoslovakia
OCHA 188, 288, 388, 488, 688 Overseas Studies: Prague, Charles University (CIEE) (1–12R)

Denmark
ODIS 188, 288, 388, 488, 688 Overseas Studies: Copenhagen, Denmark’s International Study Program (1–12R)

Ecuador
OQUI 188, 288, 388, 488, 688 Overseas Studies: Quito, Catholic University of Ecuador (1–12R)

England
OLON 188, 288, 388, 488 Overseas Studies: London, NICSA Program (1–12R)
OUEA 188, 288, 388, 488, 688 Overseas Studies: Norwich, University of East Anglia (1–12R)

Fiji
OUP 188, 288, 388, 488, 688 Overseas Studies: Suva, University of the South Pacific (ISEP) (1–12R)

Finland
OTAM 188, 288, 388, 488, 688 Overseas Studies: Tampere, University of Tampere (1–12R)

France
OAVI 188, 288, 388, 488 Overseas Studies: Avignon, NICSA Program (1–12R)
OMAI 188, 288, 388, 488 Overseas Studies: Le Mans, Université de Maine (1–12R)
OPOI 188, 288, 388, 488, 688 Overseas Studies: Poitiers, University of Poitiers Universites in Lyon (1–12R)

Germany
OCOL 188, 288, 388, 488 Overseas Studies: Cologne, NICSA Program (1–12R)
OSIP 188, 288, 388, 488 Overseas Studies: Baden-Württemberg, Spring Intensive Program (1–12R)

Hong Kong
OCHK 188, 288, 388, 488, 688 Overseas Studies: Hong Kong, Chinese University of Hong Kong (CIEE) (1–12R)

Hungary
OJAU 188, 288, 388, 488 Overseas Studies: Szeged, Joseph Atril University (1–12R)

Indonesia
OMAL 188, 288, 388, 488 Overseas Studies: Malang, Institut Keguruan Dan Ilmu Pendidikan (CIEE) (1–12R)

Israel
OHUJ 188, 288, 388, 488, 688 Overseas Studies: Jerusalem, Hebrew University of Jerusalem (1–12R)

Italy
OPAV 188, 288, 388, 488, 688 Overseas Studies: Pavia, University of Pavia (1–12R)
OPER 188, 288, 388, 488, 688 Overseas Studies: Perugia, Italian University for Foreigners (1–12R)
OROM 188, 288, 388, 488 Overseas Studies: Rome, Summer Architecture Studio (1–12R)
OSIE 188, 288, 388, 488 Overseas Studies: Siena, NICSA Program (1–12R)

Japan
OAGU 188, 288, 388, 488, 688 Overseas Studies: Tokyo, Aoyama Gakuin University (1–12R)
OJSB 188, 288, 388, 488, 688 Overseas Studies: Tokyo, CIEE Summer Japan Business and Society Program (1–12R)
OKEI 188, 288, 388, 488, 688 Overseas Studies: Tokyo, Keio University (1–12R)
OMEI 188, 288, 388, 488, 688 Overseas Studies: Tokyo, Meiji University (1–12R)
OWAS 188, 288, 388, 488, 688 Overseas Studies: Tokyo, Waseda University (1–12R)

Kenya
OKEN 188, 288, 388, 488 Overseas Studies: Nairobi, Kenyatta University (ISEP) (1–12R)

Korea
OYON 188, 288, 388, 488, 688 Overseas Studies: Seoul, Yonsei University (1–12R)

Mexico
OCUE 188, 288, 388, 488 Overseas Studies: Cuernavaca, Intensive Spanish Program (1–12R)
OQUE 188, 288, 388, 488 Overseas Studies: Queretaro, Summer Study in Mexico (1–12R)

The Netherlands
ONII 188, 288, 388, 488, 688 Overseas Studies: Breukelen, Netherlands School of Business (Nijenrode) (1–12R)

Norway
OBER 188, 288, 388, 488, 688 Overseas Studies: Bergen, University of Bergen (1–12R)

Philippines
OAMU 188, 288, 388, 488, 688 Overseas Studies: Manila, Ateneo de Manila University (ISEP) (1–12R)

Poland
OWAR 188, 288, 388, 488, 688 Overseas Studies: Warsaw, Central Institute of Planning and Statistics (CIEE) (1–12R)

Russia
OACT 188, 288, 388, 488, 688 Overseas Studies: American Council of Teachers of Russian (1–12R)
OSTP 188, 288, 388, 488, 688 Overseas Studies: Russia (CIEE) (1–12R)

Scotland
OMAC 188, 288, 388, 488, 688 Overseas Studies: Glasgow, University of Glasgow Charles Rennie Mackintosh School of Architecture (1–12R)
OUB 188, 288, 388, 488, 688 Overseas Studies: Aberdeen, University of Aberdeen (1–12R)

Spain
OSVE 188, 288, 388, 488, 688 Overseas Studies: Seville, Study in Spain (1–12R)
OSVL 188, 288, 388, 488, 688 Overseas Studies: Seville, University of Seville (CIEE) (1–12R)

Sweden
OLNK 188, 288, 388, 488, 688 Overseas Studies: Linköping, University of Linköping (1–12R)
OUPP 188, 288, 388, 488, 688 Overseas Studies: Uppsala, University of Uppsala (1–12R)

Switzerland
ODAR 188, 288, 388, 488, 688 Overseas Studies: Dar es Salaam, University of Dar es Salaam (ISEP) (1–12R)

Thailand
OKCU 188, 288, 388, 488, 688 Overseas Studies: Khon Kaen, Khon Kaen University (CIEE) (1–12R)
OTHA 188, 288, 388, 488, 688 Overseas Studies: Bangkok, Thammasat University (1–12R)

Togo
OBEN 188, 288, 388, 488, 688 Overseas Studies: Lome, Université du Benin (ISEP) (1–12R)

Uruguay
OURU 188, 288, 388, 488, 688 Overseas Studies: Montevideo, Universidad Catolica del Uruguay (ISEP) (1–12R)

Vietnam
OHAN 188, 288, 388, 488, 688 Overseas Studies: Hanoi, Hanoi University (CIEE) (1–12R)

For more information, write or call the Associate Director, Overseas Study, Office of International Education and Exchange, 330 Oregon Hall, University of Oregon, Eugene OR 97403; telephone (503) 346-3207.
The School of Architecture and Allied Arts offers opportunities for study in the history, theory, teaching, and practice of the arts as well as professional education in architecture, interior architecture, landscape architecture, and urban planning and public policy. Approximately 9 percent of the students on the Eugene campus are enrolled in the school's architecture; art education; art history; fine and applied arts; landscape architecture; and planning, public policy and management departments and in the graduate Historic Preservation Program.

A special aspect of the school is the extensive involvement of students in studio settings in the arts and in environmental design. This opportunity promotes the direct exploration of ideas and development of speculative thinking through visual means. The school also has a long tradition of expecting high-level student initiative and responsibility in seeking a significant university education.

Admission, major requirements, and course offerings are described in detail in the departmental sections that follow. Freshmen and transfer students must meet University of Oregon requirements for admission to the School of Architecture and Allied Arts. All previous work being submitted for transfer credit must be approved by the major department.

Students are assisted in developing their programs of study by advisers from the department to which they have been admitted.

Many courses are open to nonmajors, especially in fine and applied arts and in art history. Arts and sciences premajors interested in exploring programs in the school should seek advice from the dean's office on integrated general studies programs. Availability of some courses varies with student demand. Nonmajors should consult the UO Schedule of Classes issued each term and inquire at the offices of departments offering the courses in which they want to enroll.

All departments offer studies leading to graduate degrees. Specific information about these programs is found under departmental headings and in the Graduate School section of this bulletin.

**FACILITIES**

The School of Architecture and Allied Arts is housed principally in Lawrence Hall. Facilities include a branch of the University of Oregon Library, administrative and departmental offices, and most of the faculty offices and studio spaces. The north site, located north of the Millrace, is an eight-building complex containing faculty offices, advanced studies in the arts, and environmental design research laboratories and workshops. Planning, public policy and management is located in Hendricks Hall.

For studio courses, the school provides desks, easels, and other major equipment not normally available to individuals. Students supply their own instruments and course materials. Student work may become the property of the school unless other arrangements are approved by the instructor.

**RESEARCH AND CREATIVE WORK**

The diversity of programs in the school leads to a similarly wide range of scholarly activity and creative endeavor on the part of its faculty. Those teaching in the environmental design and planning fields are encouraged to be active in professional practices, to engage in design competitions, and to develop theoretical studies. Faculty members in the arts participate in invited gallery shows and exhibitions at regional and national levels. Scholarly work in art history, art education, planning, and public affairs has produced significant publications and enhanced human understanding in those fields. Research and creative work bring together people in different disciplines of the school. They also provide links with scholars elsewhere at the university and in the local community.

The following topics illustrate the breadth of research currently engaged in by faculty members:

- Analysis of aesthetic perception of forest landscapes by recreational groups and related forest-management needs and requirements
- Climate-responsive and energy-conscious design principles, passive heating and cooling, daylighting, solar and wind energy research
- Community economic development and diversification studies
- The development and significance of community-based arts programs
- Development of geographic information system software with land use planning, computer-modeling capabilities
- The evolution of Mayan architecture and urbanization
- Housing design and construction methods for high-quality, affordable housing
- Investigations of federal, state, and local cultural policies in art
- Italian-velvet weaving traditions and applications for computer-driven contemporary looms
- Japanese folk architecture and its lessons for contemporary design
- Microcomputer programs for teaching art and design
- Nomadic art traditions of the Scytho-Siberians
- Planning and policy formation for rural communities faced with declining resources and community change
- Production of large-format papers to create architecturally scaled forms and prints
- Rural and cultural landscape preservation
- Settlement patterns of Oregon's Willamette Valley
- Studies in Chinese art history
- Studies in planting design and theory
- Studies in visual continuity, motion graphics, and sequential imagery in film
- Studies of the development of Constructivist painting and sculpture in Europe in the 1920s
- Theoretical principles of spatial composition and ordering in architecture
- User-assisted design methodologies and processes including pattern languages
- Visual inquiry as a basic mode of human understanding

**Office of Research and Development**

125 Lawrence Hall
Telephone (503) 346-3697
Karen J. Johnson, Director

The Office of Research and Development serves as a center for external relations, alumni contact, and fund-raising for school programs and activities. It assists faculty members in identifying funding sources and writing grant proposals. A bulletin of grant opportunities is published twice a year, as is the School of Architecture and Allied Arts newsletter, Review.
Center for Environmental Design, Planning, and Visual Arts Research
Karen J. Johnson, Director

The center represents the concerns of all six departments and programs housed in the school and helps coordinate the exploration of important issues in environmental design, the arts, and planning and public policy. In collaboration with the Office of Research and Development, the center supports the formation of faculty and student groups wanting to work in particular topic areas, including interdisciplinary and interinstitutional projects, and it often helps find grants for such work.

The school is a member of the Architectural Research Centers Consortium (ARCC), which was organized by United States architectural and planning schools to arrange contracts for research by member schools and to furnish research and advisory services to governmental agencies and others. ARCC is, in turn, a member of the National Institute of Building Sciences and the International Council for Building Research Studies and Documentation. The school is thus able to participate regionally in research and related activities while obtaining up-to-date research and technological information from a broader community.

Regional Daylighting Center. The Daylighting Network of North America has designated the University of Oregon one of fifteen centers for daylighting research because of significant research by its faculty in the areas of energy-conscious design and analysis.

Energy Studies in Building Laboratory. This research facility is equipped with a boundary-layer wind tunnel, a mirrored-box artificial sky that simulates an overcast sky, and computers. Activities of the laboratory include development of computer software design tools for energy analysis and design of buildings and research on the behavior of light wells and atria as daylighting devices in building design. The laboratory is available for professionals to use.

Center for Housing Innovation
264 Onyx Bridge
Telephone (503) 346-4064
Donald B. Corner, Director

The Center for Housing Innovation is a non-profit, multidisciplinary research center offering expertise in the design, construction, and manufacture of housing in North America. Issues range from the development of energy-efficient housing to the innovative use of wood products. For more information see the Research Institutes section of this bulletin.

Computer Graphics Studies

Various departments in the school offer courses in the emerging area of computer graphics, focusing on the capabilities of the computer to enhance our understanding of communication through the formation and manipulation of graphic symbols as well as on studies of simultaneous display and representation of complex information. The architecture, art education, fine and applied arts, and landscape architecture departments have been especially active in developing a schoolwide computer graphics program. The Computer Graphics Laboratory is located in 281 Lawrence Hall. Related instructional and research laboratories are housed in Pacific Hall and the north-site complex.

ARCHITECTURE AND ALLIED ARTS COURSES (AAA)

Schoolwide AAA courses are common to all the disciplines of the school and are taught by qualified faculty members from any of the school’s departments. They are described only in this section of the bulletin.

180 Introduction to Visual Inquiry I (3) Studio seminar increases awareness of the meaning and value of visual experience. Basic visualization processes; giving form to ideas and perceptions; reflecting on their meaning.

181 Introduction to Visual Inquiry II (3) Exploration of drawing and thinking skills as applied to a number of subject areas. Study of graphic systems used by artists and designers.

196 Field Studies (1-2R)

199 Workshop: Term Subject (1-2R)

200 Innovative Education: Term Subject (1-3R)

405 Reading and Conference: Term Subject (1-2R)

406 Special Problems (1-2R)

407/507 Seminar: Term Subject (1-5R)

408/508 Workshop: Term Subject (1-2R)

501/510 Experimental Course: Term Subject (1-5R)

440/540 Criticism in Art and Design (3) Presents theories, principles, and methods of art criticism. Faculty members from art history, fine and applied arts, architecture, and art education analyze issues of criticism from various disciplinary perspectives. Not offered 1992-93.

ARCHITECTURE
110 Lawrence Hall
Telephone (503) 346-3656
Michael D. Utsey, Department Head

FACULTY


Donald B. Corner, associate professor (design, construction systems, housing production); director, Center for Housing Innovation. B.A., 1970, Dartmouth; M.Arch., 1974, California, Berkeley; reg. architect, Massachusetts. (1979)


J. V. Finrow, professor (design, pattern language, design process); dean, architecture and allied arts. B.Arch., 1964, Washington (Seattle); M.Arch., 1968, California, Berkeley; reg. architect, Oregon; member, American Institute of Architects. (1968)


Ronald W. Kellert, associate professor (design, media, design process and methods). B.E.S., 1975, Minnesota; M.Arch., 1971, Oregon; reg. architect, British Columbia. (1985)


John S. Reynolds, professor (design, relating architecture, energy consumption); director, Solar Energy Center. B.Arch., 1962, Illinois; M.Arch., 1967, Massachusetts Institute of Technology; reg. architect, Massachusetts. (1967)
Adjunct
Donald H. Lutes, adjunct associate professor (design, architectural practice, urban design). B.Arch., 1950, Oregon; reg. architect. (1989)
Otto Poticha, adjunct associate professor (design, architectural practice, community involvement in physical change). B.S., 1954, Cincinnati; reg. architect, Indiana, Oregon; NCARB certification; member, American Institute of Architects. (1981)
Emeriti
George E. Andrews, professor emeritus. B.S., 1941, Michigan; reg. architect, Oregon. (1948)
John L. Briscoe, professor emeritus (design, structures, construction). B.Arch., Eng., 1950, Oklahoma State; reg. architect, Oregon; NCARB certificate; member, American Institute of Architects. (1953)
William B. Bryan, professor emeritus (design, office practice, working drawings and specifications). B.Arch., 1947, Washington (Seattle); M.Arch., 1948, Massachusetts Institute of Technology; reg. architect, Oregon, Washington, California; member, Construction Specifications Institute. (1955)
Wallace Hayden, professor emeritus. B.Arch., 1928, Oregon; reg. architect, Oregon. (1930)
Rosario Flores Hodgdon, associate professor emerita (urban design, urban architecture, cultural context in architecture). Arch. Dipl., 1946, University of Naples; reg. architect, Massachusetts. (1972)
Earl B. Mowbray, professor emeritus (design, spatial composition and theory, typography). B.S., 1949, Texas; M.Arch., 1951, Cranbrook Academy of Arts; reg. architect, Texas. (1955)
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Guest Lecturers and Critics. The Department of Architecture has an extensive program of visiting lecturers and critics who are brought to the school from throughout the country and the world each year. The program includes the Willard K. Martin Distinguished Visiting Critic position and the Frederick Charles Baker Chair for Architecture and Critical Essays. The Department has set high standards for student performance. Advanced students often work together in courses and as collaborators with faculty members in research investigations through independent study courses.

Preparation. Architecture is an inclusive art, bringing together many different disciplines. Students should prepare themselves in the following fields:

1. Social sciences
2. Natural sciences
3. Humanities
4. Fine arts

Students are also encouraged to travel in order to experience first hand important landscapes, cities, buildings, and other elements of the structured environment.

Careers. Although most students prepare for professional registration and apprenticeship with practicing architects, others go into such areas as building construction, teaching, governmental agencies concerned with environmental policy, community and neighborhood planning, urban planning, and architectural programming.

Internship and Licensure. In the United States, the title "architect" is legally restricted to individuals licensed by each state. Individual state governments use guidelines established by the National Council of Architectural Registration Boards (NCARB) to license architects. NCARB guidelines for license examination eligibility and the NCARB examination are used uniformly by most states. Before taking the examination, an applicant must have three years of professional experience with a registered architect. Some states, including Oregon, require registration with the Intern Development Program in preparing for licensure.

Overseas and Other Off-Campus Study
Registering for Overseas Courses. Students in all University of Oregon overseas study programs enroll in courses with prefixes that are unique to individual programs. Special course numbers are reserved for overseas study. See

of social well-being in the community and society.

The Department of Architecture includes the Interior Architecture Program (see that section of this bulletin) and maintains close ties with other departments in the School of Architecture and Allied Arts. Architecture faculty members believe that the interdisciplinary cooperation of environmentally concerned fields is important to the study of architecture and continually seek new ways to learn from one another.

An important part of architectural education is the design studio, in which students learn by doing through experience with the design of buildings. This mode of learning is demanding, and students are expected to be committed and able to work independently and responsibly toward program and course objectives. In the design studio, continuous evaluation and response are the basic learning modes.

The department has set high standards for student performance. Advanced students often work together in courses and as collaborators with faculty members in research investigations through independent study courses.
Overseas Study in the Special Studies section of this bulletin.

Studio Abroad Program. The Department of Architecture offers an annual summer program in Rome, including both studio and subject-area courses. In addition, depending on interest and opportunity, university architecture faculty members lead programs in various other international locations, which have recently included Greece, Japan, and London.

Exchange Programs. Each year a small number of Oregon students exchange places with students in the architecture programs at universities in Glasgow, Scotland; and Stuttgart, Germany. Undergraduate students in their third year and professional-degree graduate students who will have a full year of study remaining after the exchange year are eligible.

Danish International Studies Program. Each year approximately ten architecture and several interior architecture students travel to Copenhagen to participate in the program. Summer, fall, and academic-year options are offered. Credits are automatically transferred, and financial aid is available.

Urban Studies. An urban design studio and other complementary courses are offered regularly in Portland. Other studios are offered during the summer in a West Coast urban area. Previous studios have been in Seattle; Portland, Oregon; San Francisco; and Vancouver, British Columbia.

Summer Architecture Academy. The department's Summer Architecture Academy offers prospective students a chance to learn about the field in an intensive six-week experience. Workshops, lectures, demonstrations, and field trips complement daily studio work. Information about the Summer Architecture Academy may be obtained by calling (503) 346-3656 or by writing to the Summer Architecture Academy, School of Architecture and Allied Arts, University of Oregon, Eugene OR 97403.

CURRICULUM FOR THE STUDY OF ARCHITECTURE

The professional curriculum in architecture has two principal objectives: (a) the promotion of broad inquiry into the integrative nature of environmental issues and design and (b) a detailed professional education in architectural design. Graduates of the program in architecture must have comprehensive skills in the understanding and design of environments ranging from urban design to intimate personal space.

Students must meet the curriculum requirements published in the general bulletin, below, and the department's Advising Handbook. The Advising Handbook includes sample programs, grading policies, an explanation of how students' progress is monitored through the program, and other advising information. Each student is assigned to a faculty adviser and is encouraged to consult that adviser for more specific information.

Residence Requirements. For transfer students to receive the bachelor of architecture (B.Arch.) or master of architecture (M.Arch.) degree from the university, the following minimum course work must be taken in residence:

1. Design area: four terms of architectural design including ARCH 485/585, 486/586
2. Architecture subject area: 30 credits
3. General electives: 16 upper-division credits selected from courses offered outside the School of Architecture and Allied Arts (B.Arch. only)

Leave of Absence. Both undergraduate and graduate students may interrupt their courses of study for various reasons. In order for the department to plan for maximum use of resources, students should notify the department of any leave of absence and the expected date of return. A leave-of-absence form is available in the department office. Returning students must notify the department at least two terms before their expected date of return in order to be guaranteed access to design studio during the academic year of their return. Students may renew their leave-of-absence status, accumulating up to three years of leave. After three years, or upon failing to complete the leave-of-absence terms of agreement, a student's major status may be revoked. Students wanting to return after a three-year period must reapply for admission to the program.

Accreditation. Both the bachelor of architecture (B.Arch.) and the master of architecture (M.Arch. first professional degree Options II and III) programs are accredited by the National Architectural Accrediting Board (NAAB).

Many states require architects to have an accredited professional degree. Two types of degrees are accredited by the National Architectural Accrediting Board: (1) the master of architecture, which requires a minimum of three years of study following an unrelated bachelor's degree or two years of study following a related preprofessional bachelor's degree, and (2) the bachelor of architecture, which requires a minimum of five years of study. These professional degrees are structured to educate the architect, and those who aspire to registration and censure should enter a program of this type. The four-year, preprofessional degree is not accredited by NAAB. This degree provides students with a less extensive study of architecture than does a professional program. The preprofessional degree is useful for people who want to continue their architectural education in a professional program or seek employment options in other areas related to architecture.

UNDERGRADUATE STUDIES

The undergraduate program is a five-year professional degree program leading to a bachelor of architecture (B.Arch.) degree. It is highly structured and requires the completion of all the requirements. This flexibility allows each student to establish a studio sequence according to individual interests, needs, and the diverse opportunities of the profession. Transfer students should be aware that an accelerated program is normally not possible.

Prospective applicants who have a prior four-year undergraduate degree in any field must apply to the graduate program (see Graduate Admission below). Undergraduate programs include the bachelor of architecture program and a minor in architecture.

Bachelor of Architecture: 231 credits

In addition to the professional curriculum listed below, the bachelor's degree program includes requirements for a liberal education. Besides the university requirements for professional-school majors, students must complete upper-division design work outside the major as part of the general elective requirement.

University Requirements: 42 credits. Group requirements in arts and letters, social science, and science, including the 3-credit race, ethnic, non-European-American requirement (36 credits); college composition (6 credits). As part of the group requirements, architecture majors are required to take General Physics (PHYS 201, 202) and Special Studies: Introduction to Architecture (ARCH 199) or equivalents.

Major Program Requirements: 186 credits. See Professional Curriculum section.

Minor Requirements

The Department of Architecture offers a minor in architecture, subject to the following:

1. Students must complete the department's minor program application and submit it with the required academic records to the Department of Architecture, 210 Lawrence Hall. Applicants are notified when their applications have been approved. The application form includes a curriculum work sheet with the requirements in effect at the date of acceptance.

2. Because the department's first obligation is to its majors, it cannot guarantee availability of courses for minors. Minors may register in required courses if space is available after the needs of majors have been met.

3. Enrollment in each minor program is limited. If the department is unable to accommodate additional students, it may suspend admittance to a minor program until space becomes available.

4. Courses required for minors are open to other university students with instructor's consent.

5. A mid-C or better must be earned in courses taken for letter grades, A in pass/no pass courses.

Course Requirements 32 credits

Special Studies: Introduction to Architecture (ARCH 199) ........................................... 3
A minimum of three courses from any one of the eight subject areas .................................. 11
Three upper-division architectural history courses from the Department of Art History ...... 9

Undergraduate Admission

Interest in the program exceeds the capacity of the department. Approximately equal numbers of first-year and transfer (including change-of-major) applicants are admitted to the first year of the bachelor of architecture program each year. A smaller number of applicants from other NAAB-accredited or NAAB-recognized feeder programs are admitted as advanced transfer students. Prospective students should request application packets during the fall and
prior to application deadlines. The university deadline for undergraduate application to the architecture major program is January 15 (see Application Deadlines in the Admissions section of this bulletin). The deadline for completion of the departmental application is February 1. All applicants must meet both deadlines. Later requests may jeopardize the applicants' ability to fulfill application requirements. Applications are reviewed and accepted only once each year. Students receive notices about their applications by April 15.

The admission review focuses on (1) creative capability, (2) academic capability, and (3) potential program contribution through diversity of background, experience, maturity, or breadth of general knowledge. Students are expected to submit specific materials supporting each of these attributes (academic records, an essay, recommendations, and a portfolio of creative work). Prospective applicants should write to Architecture Admissions, School of Architecture and Allied Arts, University of Oregon, Eugene OR 97403.

Applicants are not required to have course work in building design but are encouraged to seek a broad foundation in the visual arts (e.g., drawing, painting, sculpture, graphic design). Experience with crafts and construction may also demonstrate evidence of creative capability.

All accepted applicants must be academically secure. To be considered, first-year applicants must have a minimum of six terms and the following eight credits in subject-area courses described in the Professional Curriculum section below. The minimum of ten terms in residence is required for this option.

Option II students must fulfill the professional curriculum requirements of the Option III program but are admitted with advanced standing in studio or subject-area courses. The extent of this advanced standing is determined in consultation with the student's academic adviser before beginning the course of studies. The transferability of any prior course work is provisional, pending satisfactory completion of three terms in residence.

For Option II students, up to 24 credits of design—not counting ARCH 585, 586, and 50 credits of subject-area courses—may be transferred. Option II students must complete a minimum of six terms and the following 85 credits in residence:

- 40 credits in architectural design studios
- 30 credits in professional subject-area courses
- 6 credits in Seminar (ARCH 507 or 607)
- 6 credits in Research (ARCH 601) and completion of a terminal research project

For more information, see the Study of Architecture section above.

**Postprofessional Degree Program Requirements**

The Option I program provides an opportunity for advanced study and contribution to knowledge within the field through the M. Arch. thesis. Option I students must complete a minimum of four terms in residence. Students in this program are expected to develop an individual research topic within one of the following areas of faculty research:

1. Computer-assisted design
2. Design process and theory or architectural media
3. Energy-conscious design
4. Housing
5. Lighting, light design, and color
6. Urban architecture and design
7. Vernacular architecture

The Option I thesis draws on individual research, professional and general university courses, and consultation with the student's thesis committee. For more information about the thesis, see the Graduate School section of this bulletin.

### Graduate Admission

Prospective applicants may request a description of the graduate program and an application packet by writing directly to the graduate secretary, Department of Architecture. The packet describes all submission requirements. Applications must be postmarked by January 15 prior to the fall term of anticipated enrollment. Notifications of results are mailed by April 15. All graduate students are required to begin their work in the fall term. The Department of Architecture does not have a late-admission program.

Students enrolled in a graduate program must attend the university continuously (except summers) until all program requirements have been completed, unless a leave of absence has been approved. For departmental policy regarding leave of absence, see the Curriculum for the Study of Architecture section above.

A number of graduate teaching fellowships (GTFs) are available to particularly well-qualified graduate students. Applicants with previous architectural education (Option I or II) may want to request GTF application forms with their packets.

### Professional Curriculum

The professional curriculum in architecture is composed of three elements: architectural design, architectural subjects, and general electives.

#### Architectural Design: 64 credits

The architectural design studio and its activities are the heart and focus of the professional curriculum. The design studio is a social and interactive work place. Students are encouraged and expected to work cooperatively and to draw upon the knowledge, skills, and criticism of colleagues.

Through studio projects, students learn to solve design problems and respond to design situations with architectural intent, meaning, and knowledge. Introductory studios emphasize ideas, skills, and critical thinking fundamental to the design process. Intermediate studios emphasize integration of subject-area skills and content with design. Advanced studios emphasize comprehensive integration of subject-area knowledge with design skill.

Design credit can only be earned through participation in design studio. Up to 6 credits earned in Site Planning and Design (LA 489/589) or Interior Design (IARC 484/584) studios may be applied to this 64-credit requirement.

#### Introductory Architectural Design Studios

Introductory Architectural Design (ARCH 181, 182), two-term studio for undergraduate majors only

Graduate Architectural Design: Option III (ARCH 681, 682), two-term studio for Option III graduate students only

Graduate Architectural Design: Option II (ARCH 683), for Option II graduate students only

#### Intermediate Architectural Design Studios

Intermediate Architectural Design (ARCH 281, 282), two-term studio for undergraduate students only
Architectural Design (ARCH 484/584), repeatable studio for all professional-degree students. Twenty-four credits required for undergraduate students. Thirty-six credits required for Option III graduate students

Advanced Architectural Design Studios
Advanced Architectural Design (ARCH 485/585, 486/586), two-term studio for all professional-degree students

Architectural Subjects: 80 credits
Architectural subject courses introduce and develop theory, knowledge, and skills in architecture and related disciplines. Emphasis is placed on learning architectural subject areas in a context of design. The content and focus of these courses is closely coordinated with offerings and expectations in the architectural design area.

A core curriculum of fundamental and breadth courses is required for all professional degree students. Fundamental courses introduce knowledge, concepts, and skills fundamental to further study in several subject areas. Breadth courses instill competence with knowledge, concepts, skills, and methodologies representative of a particular subject area and prepare students for advanced courses.

Architectural subject courses fall into four subareas: (1) architectural design skills, (2) architectural design content, (3) context of the architectural profession, and (4) architectural history. One fundamental and one breadth course are required in each subject area except design process and methods, where no breadth course is required; context of the profession, where no fundamental course is required; and architectural history, where three upper-division courses are required. In the following list, fundamental courses are indicated by an f and breadth courses are indicated by a b.

Architectural Design Skills
Architectural design requires proficiency in a range of skills and techniques. These include design process skills in techniques of observation, analysis, synthesis, evaluation, and communication and design media skills in techniques of drawing, model making, and computer applications. Subjects and courses in the architectural design skills subarea are:

- Design Skills (ARCH 101)
- Design Process, Methods, and Research (ARCH 411/511)
- Structural Planning (ARCH 412/512)
- Design Synthesis (ARCH 425/525)
- Media for Design Development (ARCH 421/521)
- Computer Applications in Architecture (ARCH 422/522)
- Media for Design Development (ARCH 423/523)
- Advanced Design Development Media (ARCH 424/524)
- Descriptive Geometry and Perspective (ARCH 426/526)

Architectural Design Content
The discipline of architecture is predicated on integration of knowledge in history, theory, and application in a range of context areas. Subjects and courses in this subarea introduce general knowledge in the field and include courses about responding to place, human activity support, spatial ordering, structure, construction, and environmental control.

- Design Content (ARCH 102)

History and Theory of Place Response
Understanding the physical, cultural, and ecological context for architecture. Principles and skills for critical analysis of specific places and deriving appropriate design responses.

- Design Arts (ARCH 307)
- Settlement Patterns (ARCH 431/531)
- Vernacular Building (ARCH 434/534)
- Theory of Urban Design I (ARCH 436/536)
- Theory of Urban Design II (ARCH 437/537)

- Architectural Form and Urban Quality (ARCH 439/539)
- Understanding Landscapes (LA 260)
- Site Analysis (LA 361)
- Contemporary American Landscape (LA 485/585)

History and Theory of Human Activity Support
Understanding design implications of activities and relationships implied by the building program and expressed as the needs and desires of the first occupants. Principles of deriving design responses that remain useful over time.

- Design Arts (ARCH 307)
- Social and Behavioral Factors in Design (ARCH 443/543)
- Housing in Society (ARCH 445/545)
- Light and Color in the Environment (ARCH 447/547)
- Architectural Programming (ARCH 449/549)
- Furniture and Accessories (IARC 444/544)
- Color Theory and Application for the Built Environment (IARC 447/547)

History and Theory of Spatial Ordering
Principles of form and composition in the making of architectural space. The study of past and present ideas and principles through which building elements are given order and meaning.

- Design Arts (ARCH 307)
- Spatial Composition and Dynamics (ARCH 456/556)

- Types and Typology (ARCH 458/558)
- History and Theory of Structure
- History and Theory of Structure
- Understanding the role of structural form and behavior in creating safe and satisfying environments. Methods for selection and refinement of systems of structure based on general principles and detailed calculation.

- Design Technology (ARCH 305)
- Introduction to Structural Theory (ARCH 461/561)
- Basic Wood and Steel Systems (ARCH 462/562)
- Basic Reinforced Concrete Systems (ARCH 463/563)
- Advanced Reinforced Concrete Systems (ARCH 464/564)
- Advanced Structures (ARCH 465/565)
- High-Rise and Long-Span Systems (ARCH 466/566)
- Structure Systems I, II (ARCH 467/567, 468/568)
- Seismic Study (ARCH 469/569)

History and Theory of Construction
Study of the physical properties and manufacture of building materials and their behavior in place over time. Understanding materials and construction processes, their influence on decisions in design, and their impact on the form and expression of the built environment.

- Design Technology (ARCH 305)
- Materials and Processes of Construction I (ARCH 471/571)
- Materials and Processes of Construction II (ARCH 472/572)
- Design Integration and Communication (ARCH 473/573)
- Preservation and Restoration Technology (ARCH 474/574)
- Preservation Technology: Masonry (ARCH 475/575)
- Design Integration and Communication Lecture (ARCH 476/576)
- Construction Communications (ARCH 477/577)
- Architectural Working Drawings (ARCH 478/578)
- Materials of Interior Design I, II (IARC 471/571, 472/572)
- Working Drawings in Interior Architecture (IARC 473/573)

History and Theory of Environmental Control
Study of the effects of climate on people and the need for tempered enclosure and life support systems in buildings. Systems of heating, cooling, lighting, water and air supply, waste removal, and power as organizational elements in building design.

- Design Technology (ARCH 305)
- Environmental Control Systems I (ARCH 491/591)
- Environmental Control Systems II (ARCH 492/592)
- Solar Heating (ARCH 493/593)
- Passive Cooling (ARCH 494/594)
- Daylighting (ARCH 495/595)
Electric Lighting (IARC 492/592)

Context of the Architectural Profession
The discipline and practice of architecture exists within a broad societal context. Courses in this area consider professional practice in contexts of ethics, law, business, and the construction industry.

Practicum (ARCH 409)
Project Management (ARCH 416/516)

Architectural Practice (ARCH 419/519)
Context of the Interior Architecture Profession (IARC 417/517)

Architectural History
The study of architecture and its evolution through time. Majors are expected to acquire an overview of architectural history from pre-history to the present augmented with indepth knowledge of one or more periods.

b Any three upper-division courses in architectural history taught by the Department of Art History

Special Courses
In addition to permanently numbered courses, open-ended courses (ARCH 196-200, 399-410, 503, 507, 508, 510, 601-610) may be offered and approved to satisfy subject or elective credit requirements. Independent study is limited to 9 credits of Research (ARCH 401, 601), Reading and Conference (ARCH 405, 605), and Special Problems (ARCH 406, 606) to fulfill subject-area requirements.

General Electives: 42 credits
The general elective component of the professional curriculum enables undergraduate majors to study general subjects beyond university group requirements. To encourage professional degree students to continue liberal studies beyond introductory courses, B.Arch. students are required to earn 18 credits of upper-division general electives in academic subjects outside the School of Architecture and Allied Arts (exclusive of service and performance courses).

ARCHITECTURE COURSES (ARCH)

101 Design Skills (3) Introduction to basic design processes, methods, and media. Coreq: ARCH 181.

200 Innovative Education: [Term Subject] (1-3R)


305 Design Technology (3) Foundation knowledge, concepts, and skills fundamental to structure, construction, and environmental control subareas. Prereq: ARCH 102, 182.

306 Design Process (3) Foundation knowledge, concepts, and skills fundamental to design and media subareas. Emphasis on methods and media for problem definition, concept formation, and schematic design. Prereq: ARCH 101, 182.

307 Design Arts (3) Foundation knowledge, concepts, and skills fundamental to place response, human activity support, and spatial ordering subareas. Prereq: ARCH 102, 182.

399 Special Studies: [Term Subject] (1-3R)

400 Innovative Education: [Term Subject] (1-3R)

401 Research (1-6R) Majors only.

403 Thesis (1-9R) P/N only. Majors only.

405 Reading and Conference: [Term Subject] (1-6R) Majors only.

406 Special Problems (1-6R) Majors only.

407/507 Seminar: [Term Subject] (1-6R)

408/508 Workshop: [Term Subject] (1-6R)

409 Practicum: [Term Subject] (1-6R) P/N only

410/510 Experimental Course: [Term Subject] (1-6R)

411/511 Research Methods (3) P/N only, Introduction to research methodologies with special emphasis on environmental design research.

412/512 Structural Planning (3) Introduction to structural planning, design, and comprehensive evaluation of building design through consideration of related disciplines. Study of operations-research techniques. Prereq: ARCH 461/561, 462/562, 463/563.

413/513 Professional Office Experience (3) Supervised work experience at selected professional firms for majors without comparable experience. Instructor-led discussion and review sessions. Written application required. Undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683, instructor's consent. Cannot be taken concurrently with studio.

416/516 Project Management (3) Methods and techniques of project management including preparation of contract documents, cost estimating, and construction contract administration. Undergraduate prereq: ARCH 282.

417/517 Context of the Architectural Profession (3) Introduction to the professional practice of architecture and related careers. Examines the professional, legal, and regulatory environment; firm organization and management; marketing; contractual issues; and the construction process. Undergraduate prereq: ARCH 282.


419/519 Architectural Practice (3) P/N only. Professional practice explored through an investigation of relationships between users, clients, designers, contractors, and regulating agencies. Visits with practitioners. Undergraduate prereq: ARCH 282.

421/521 Analysis through Recording of Historic Buildings (3) Field and laboratory techniques of graphic and written recording and analysis of buildings. Analysis of historic drawings, photographs, and descriptions. Prereq: ARCH 423/523, 462/562; undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683. Open to historic preservation graduate students.

422/522 Computer Applications in Architecture (3) Introduction to computer applications in architectural design and practice, especially those related to design process and presentation. Undergraduate prereq: ARCH 306.

423/523 Media for Design Development: [Term Subject] (3R) Instruction in media for design process. Techniques for problem and context analysis, generating concepts, developing form and testing proposals. Subject emphasis varies with instructor. Undergraduate prereq: ARCH 306.

424/524 Advanced Design-Development Media: [Term Subject] (3R) Advanced instruction in specific media techniques for architectural analysis and design. Subject emphasis varies with instructor. Prereq: ARCH 423/523.

425/525 Design Synthesis (3) A structure of principles for the design of places for people (useful, linking, varied, variable, evocative, inspiring, and whole). Illustrated lectures, readings, discussions, and projects. Undergraduate prereq: ARCH 306.


431/531 Settlement Patterns (3) Settlements and cities as three-dimensional responses to physical context, culture, and change. Implications of ideal models and utopian concepts and realization of place in the vernacular. Undergraduate prereq: ARCH 307.

432/532, 433/533 Settlement Patterns: Japanese Vernacular III (3,3) Japanese concepts of space and time, aesthetic and symbolic meaning, origins of form, and village structure. 432/532: space structuring principles in Japanese houses, the role of gardens; 433/533: village organization, principles of place making: Individual projects. Undergraduate prereq: ARCH 282, 307; graduate prereq: ARCH 682 or 683.

434/534 Vernacular Building (3) Survey and theory of everyday houses, public buildings, and settlements built in cultures worldwide. Emphasis on building types, construction, human use, and building process.

436/536, 437/537 Theory of Urban Design I,II (3,3) Examines the cultural and formal ideas that underlie American and European urban design. 436/536: Ancient Greek to

438/538 Climate Analysis for Design (3) Lectures and problems in climate analysis related to buildings and to comfort. Prereq: ARCH 491/591, 492/592.

439/539 Architectural Form and Urban Quality (3) Critical investigation of architecture as an aesthetic activity with public responsibility to civilized urban life. Living tradition, intentionality, manners and civility, "following a rule," and sense of detail. Majors only.

443/543 Social and Behavioral Factors in Design (3) Patterns of human interaction with the physical settings of everyday activities. Application of social science paradigms and research to architectural programs, design, and evaluation processes. Undergraduate prereq: ARCH 182.

445/545 Housing in Society (3) History, theory, and practice of housing design with emphasis on social policy and emerging ideas in the architecture of housing. Undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683.


449/549 Architectural Programming (3) Theory and methods for uncovering and defining requirements for an architectural project including philosophic, sociological, operational, economic, and contextual issues. Prereq: ARCH 484/584 eligibility.

456/556 Spatial Composition and Dynamics (3) Architectural space as a means by which people measure their existence and expand their awareness. Methods for analyzing and generating spatial organization. Undergraduate prereq: ARCH 282, 307; graduate prereq: ARCH 682 or 683.

458/558 Types and Typology (3) Critical introduction to theory of typology that categorizes urban and architectural forms by formal characteristics and cultural meaning. Lectures cover basic concepts, historical development, and case studies. Undergraduate prereq: ARCH 282; 307; graduate prereq: ARCH 682 or 683.


462/562 Basic Wood and Steel Systems (4) Application of mathematics and mechanics to the design of wood and steel buildings and structures. Analysis of simple elements, connections, and systems; the relation of structural design to architectural design. Prereq: ARCH 461/561.

463/563 Basic Reinforced Concrete Systems (4) Structural behavior, theory and design of structural elements and framing systems. Emphasis on one-way systems, basic column and footing design. Prereq: ARCH 462/562.


465/565 Advanced Structures (4) Development of advanced analysis, design, and planning of composite, horizontal and vertical structural systems for buildings and infrastructure. Prereq: ARCH 463/563.

466/566 High-Rise and Long-Span Systems (4) Development of advanced analysis, design, and planning of high-rise and long-span systems. Prereq: ARCH 463/563.


469/569 Seismic Study (3) Interaction of earthquakes and buildings, how loads are applied and distributed through a structure, influence of building configuration on response to earthquakes and loads. Prereq: ARCH 463/563.


473/573 Design Integration and Communication (3) P/N only. Detailed analysis and description of an existing building and observation of architectural significance, the building architect, and affiliated school of building. Production of a comprehensive set of working drawings describing the building. Prereq: ARCH 282; coreq: ARCH 476/576.

474/574 Preservation and Restoration Technology (3) Materials, structure systems, buildings, and elements produced by historical technologies and tools studied in terms of their evolution; chronologically and stylistic context; deterioration and repair. Prereq: ARCH 476/576.


476/576 Design Integration and Communication Lecture (2) P/N only. Study of the works of a significant architect, relating them to common themes and issues. Coreq: ARCH 473/573.

477/577 Construction Communications (3) Construction process communications, contracts, specifying, working drawings and specifications, cost estimating, and contract administration. Undergraduate prereq: ARCH 282; ARCH 471/571, 472/572 recommended.


480/580 Supervised Design Teaching (1–3R) Supervised assistance with desk critiques and tasks related to studio teaching. Written application required. Undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683, instructor's consent. R for maximum of 3 credits.

484/584 Architectural Design (6R) P/N only. Design projects requiring comprehensive and integrative study over a wide range of project options. Individual criticism, group discussions, lectures and seminars by visiting specialists, public review of projects. Undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683.

485/585, 486/586 Advanced Architectural Design (8,8S) P/N only. In-depth work on complex design projects and design development beyond that normally possible in intermediate studios. Undergraduate prereq: 24 credits in ARCH 484; graduate prereq: 36 credits in ARCH 584.

491/591, 492/592 Environmental Control Systems I, II (4,4S) Influence of energy source, climate, heating, cooling, lighting, and water and waste systems on design of buildings and sites. ARCH 491/591: architectural and mechanical methods to manipulate thermal environment. ARCH 492/592: implications of lighting, acoustics, and water and waste for architectural design. Open to nonmajors.


494/594 Passive Cooling (3) Passive or natural cooling for buildings emphasizing design implications. Theory, application, and special problems in ventilation and storage mass, radiation, evaporation, earth contact, and shading. Prereq: ARCH 491/591, 492/592, instructor's consent.


503 Thesis (1–9R) P/N only.

601 Research (1–6R) P/N only.

602 Supervised College Teaching (1–6R) P/N only.

605 Reading and Conference: [Term Subject] (1–6R)

606 Special Problems (1–6R)

607 Seminar: [Term Subject] (1–6R)

608 Workshop: [Term Subject] (1–6R)

609 Practicum: [Term Subject] (1–6R)

610 Experimental Course: [Term Subject] (1–6R)

611 Graduate Design Process (3) Foundation knowledge, concepts, and skills fundamental to design process and media subject areas.

612 Graduate Design Technology (3) Foundation knowledge, concepts, and skills fundamental to structure, construction, and environmental control subject areas.
ART EDUCATION

251F Lawrence Hall
Telephone (503) 346-3639
Beverly J. Jones, Department Head

FACULTY


Emeriti


Josep Gehring, associate professor emeritus (method and curriculum, textiles). B.S., 1940, Michigan State Teachers; M.S., 1960, Oregon. (1958)


The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Programs and courses in the Department of Art Education are available only to students who were enrolled in these programs before fall 1992 and who will complete their major requirements by the end of summer session 1993. Existing programs in this department are not open to new students during 1992-93. For more information, prospective undergraduate students should telephone the Office of Admissions at (503) 346-5129. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

Art education is devoted to advancing people's knowledge about the history, practice, and meaning of art. It addresses the relationship between art and culture as well as the informational and emotional impact of the visual arts on the quality of life of both adults and children. It considers the influence of the fine, popular, and folk arts; the mass media; the built environment; industrially designed objects; and the electronic age. It views these arts as part of a fundamental symbol system, like language, essential for understanding individuals and society.

The Department of Art Education's program is built on the premise that art education should provide the knowledge, skills, and attitudes necessary for people to become responsible citizens informed about art and aware of the interactions of the visual, aesthetic, and social aspects of cultures. It assumes that it is essential for citizens to be able to interpret and evaluate the effect of visual images on society and to use visual symbolization in daily problem solving. Art education considers the interactions between artist-designer and viewer as well as the form and sociocultural context of the message. Cognitive and affective development, in addition to a historical context, affect the way the message is formulated, transmitted, and received. Thus, information derived from anthropology, psychology, and other social sciences is used in examining and teaching the visual arts.

The department prepares educators to work effectively in diverse teaching and administrative settings, to conduct research to further the understanding of art, and to advance the aesthetic welfare of society.

Preparation. High school students who want to study art education should include anthropology, sociology, and Psychology in their university preparation. In addition, they should take art and history courses. Entering students are encouraged to consult department advisers as soon as possible.

Careers. The department prepares art educators to work in community programs. Advanced degrees also prepare consultants, administrators, and university faculty members and researchers in art education.

UNDERGRADUATE STUDIES

The curriculum in art education leads to the bachelor of arts (B.A.) or the bachelor of science (B.S.) degree in art education. The major is oriented toward the liberal arts with a focus on visual literacy, and it provides a broadly based interdisciplinary foundation in the arts. Requirements are in the following areas of study: understanding art and society, technology and communication, studio art, art history, designed environments, art service and field experience, and performing arts. The major is an excellent introduction to cultural services, which prepares students to teach art in community art centers and to coordinate art programs for museums, recreation centers, or government agencies.

Requirements (90 credits)
Undergraduate Art and Society (30 credits). Art and Human Values (ARE 250), Philosophy of the Arts (PHIL 322), Introduction to the Disciplines of Art (ARE 350), Criticism in Art and Design (AAA 440), Art in Society (ARE 450), Art and Community Service (ARE 451), art education electives
Technology and Communication (6–9 credits). Media Aesthetics (ENG 260) recommended, Information Design and Presentation (ARE 483), electives
Studio Art (18–30 credits). Basic Design (ART 116), Introduction to Visual Inquiry I (AAA 180), Drawing (ART 233), electives
Art History (12–15 credits). Introduction to Visual Arts (ARH 101), two courses chosen from ARH 204–209, electives
Designed Environments (3 credits). One course from architecture, landscape architecture, interior architecture, environmental studies, or art education
Art Service and Field Experience (3–9 credits)
Performing Arts (3–9 credits)
Students with professional objectives in teaching art or cultural services should meet with their advisors to choose appropriate elective courses.

GRADUATE STUDIES
Students planning graduate study should write directly to the department for information and application forms for the master's or doctoral degree programs. Departmental policies are available upon request.

Master's Degree Program
The department offers the master of arts (M.A.) and the master of science (M.S.) degrees in art education. The program emphasizes cultural services and art education with specialization in computer applications, environmental design, or exceptional students. The master's degree program may be used as preparation for entering the doctoral degree program.

A selection committee of departmental faculty members determines admission to the appropriate degree program. The committee considers transcripts, experience, and evidence of scholarship, and it may request a portfolio.

The program is designed to prepare students for a variety of career opportunities in art agencies or foundations, in museums and galleries, and in programs and institutions whose purpose is to advance art in the public domain at local, state, federal, and international levels. Opportunities to develop skills in research, grant writing, administration, analyzing and developing art policy, and fund-raising are included.

Of the 60 credits of required course work for the master's degree, 30 credits must be completed in residence, 41–45 in art education (including 6–9 credits of practicum), and 15 in university electives. These 15 credits, selected on the basis of student career interests, may be in accounting; art history; art therapy; gerontology; leisure studies; marketing; planning; public policy and management; sociology; or other related subjects.

The M.A. degree requires competence in one foreign language. The student must complete all work toward the M.S. or M.A. degree within seven years.

Departmental Requirements
Candidates must meet residence requirements by attending the university during the academic year. Courses leading to a master's degree are available in the summer.

A curricular plan of study is developed with an advisor during the first term of residence. The student may choose to write a master's thesis or do a master's project that may include a visual component and a scholarly paper. An oral presentation of the master's project or thesis is required as well as a final master's degree essay.

Students electing to write a thesis must take either 9 credits in Thesis (ARE 503) or 6 credits in Thesis and 3 in Research (ARE 601). Students electing to do a project must take 3 credits in Master's Degree Project (ARE 611) and may take up to 6 additional credits in Research (ARE 601). All master's degree students must take 3 credits in Seminar: Master's Degree Proposal (ARE 607).

NONDEGREE PROGRAMS
Study Leave
Study leave programs are individually tailored for graduate students. Also, undergraduate and graduate courses are offered through Continuing Education. These courses serve community arts specialists throughout the state.

Applied Information Management Program
An interdisciplinary master's degree focusing on applied information management is available through the Interdisciplinary Studies: Individualized Program in the Graduate School. The program, coordinated by the UO Continuation Center, is designed to serve the needs of Portland-area residents. Address inquiries to Program Coordinator, Applied Information Management Program, University of Oregon Continuation Center, 333 Oregon Hall, Eugene. The program is described in the Special Studies section of this bulletin. See also, in the Graduate Studies section, Individualized Program: Applied Information Management.

DOCTORAL PROGRAMS
The doctor of philosophy (Ph.D.) degree in art education is offered in a three-year postbaccalaureate program. The doctor of education (D.Ed.) degree program in art education is inactive.

A cohesive program that relates to the student's professional goals is developed with an advisor and a doctoral committee. Professional goals may include college and university teaching and research, arts administration, and other relevant areas.

Students may develop supporting areas in fine arts, environmental design, art history, art policies, higher education, anthropology, sociology, psychology, computer applications, electronic and film media, and other disciplines.

All students must meet departmental, Graduate School, and Ph.D. degree requirements for admission, advancement to candidacy, and dissertation. Students must complete at least two years of work beyond the master's degree.

ART EDUCATION COURSES (ARE)
198 Workshop: [Term Subject] (1–6R)
199 Special Studies: [Term Subject] (1–3R)
250 Art and Human Values (3) Addresses fundamental aesthetic theory and practice questions resulting from viewing art as a powerful communicator of social and cultural values. Values, rights, and responsibilities of the contemporary visual environment.

251 The Arts and Visual Literacy (3) Explores ways in which physical, perceptual, affective, and cognitive modes of learning interact when viewing, interpreting, and assessing designed visual information within sociocultural contexts.

252 Art and Gender (3) Addresses sociocultural factors influencing roles and men in art disciplines. Examines underlying social structures that affect how we define art and artists.

350 Introduction to the Disciplines of Art (4) Basic ideas and skills for seeing, making, responding to, analyzing, evaluating, and understanding art. Provides basic content from traditional art disciplines in preparation for teaching art.

399 Special Studies: [Term Subject] (1–4R)
400 Innovative Education: [Term Subject] (1–3R)
401 Research (1–21R)
405 Reading and Conference: [Term Subject] (1–21R)
406 Special Problems (1–21R)
407/507 Seminar: [Term Subject] (1–5R)
408/508 Workshop: [Term Subject] (1–21R)
409 Practicum: [Term Subject] (1–21R)
410/510 Experimental Course: [Term Subject] (1–5R)
425/525 Children’s Art Laboratory (3) Work with children in supervised art laboratory. Appropriate for students preparing to teach art to children and adolescents in public schools and alternative settings.

429/529 Museum Education (3) Examines theory and practice of museum education. Analyzes program-development approaches for university and community audiences; creates educational materials for campus and local museums.

AAA 440/540 Criticism in Art and Design (3) See Architecture and Allied Arts.

442/542 Educational Approaches to Art History and Studio (3) Critical examination of problems in teaching art history and studio. Investigation of traditional and alternative teaching strategies using a variety of visual media. Prereq: 9 credits of art history, 15 credits of studio.

445/545 Art Criticism and Aesthetics in Art Education (3) Study of critical approaches and the aesthetic theory on which they are based. Methods of using this theoretical information in practical teaching settings.

450/550 Art in Society (3) Concepts derived from anthropology, philosophy, sociology, and art education are used to examine fine, popular, folk, industrial, and environmental art forms in contemporary society.

451/551 Art and Community Service (3) Overview of services that art and art educators perform in the community. Explores settings, constituencies, philosophical approaches, methodologies, planning, and funding of community art programs.

452/552 Women and Their Art (3) Contributions by women in art from the Middle Ages through the 20th century. Focuses on existing social, political, and aesthetic conditions for women.

460/560 Arts Administration (3) Considers the arts administrative role in museums, galleries, art centers, community and university art programs, state and local education divisions, art councils, and performing arts organizations.

462/562 Cultural Policy in Art (3) Examines impact of cultural policies and institutions on opportunities of the artistic community, on what art forms are made accessible, and on the general aesthetic welfare of the public.

470/570 Art and Therapeutic Strategies (3) Preparation to teach art to students with dis-
abilities. Mainstreaming, special programs, teaching strategies, and development of curricular materials.

480/580 Computers in Art Education (3) Explores computer integration and application in art education. Surveys uses as both management and art tool and addresses the implications for art curricula.

481/581 Individualized Information Design with Computers (3) Provides opportunities to propose and execute independent projects that require application of information design concepts gained in previous art education computing classes.

483/583 Information Design and Presentation (3) Design and presentation of electronically processed information. Uses concepts from aesthetics and graphic design; computer, behavioral, and social sciences. Practical applications in various contexts.

484/584 Advanced Information Design and Presentation (3) Compares design and presentation of information processed electronically and traditionally. Uses concepts from art and graphic design; computer, behavioral, and social sciences. Practical applications in business, education, and communications. Prereq: ARE 483/583 or instructor's consent.

503 Thesis (1-16R) P/N only

601 Research (1-16R) P/N only

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R) P/N only

605 Reading and Conference: [Term Subject] (1-16R)

606 Special Problems (1-16R)

607 Seminar: [Term Subject] (1-5R) A recent topic is Master's Degree Proposal.

608 Workshop: [Term Subject] (1-16R)

609 Practicum: [Term Subject] (1-16R)

610 Experimental Course: [Term Subject] (1-5R)

611 Master's Degree Project: [Term Subject] (1-16R)

614 Orientation to Art in Public Institutions (3) Foundations for teaching art in a variety of settings. Includes history of and current trends in art education and psychological and sociological foundations.

616 Philosophical and Historical Inquiry in Art Education (3) History of American art education. Philosophical concepts that have influenced the theory and practice of teaching art.

618 Cultural and Psychological Inquiry in Art Education (3) Social and behavioral aspects of group differences in the production of art and learning about art as preparation for education in the visual arts.

623 Elementary School Art (2) Teaching strategies and curriculum design for elementary art instruction. Theory and planning focuses on built environment, art and culture, art criticism, and art production.

626 Methods and Curriculum in Art Education (3) Special methods and curriculum design in the teaching of art. Teaching methodology and theory relative to public school philosophy.

627 Supervision of Children's Art Laboratory (3) Opportunity to learn supervisory theory and to practice teaching art in a laboratory situation. Responsibility for supervising students who are planning and implementing art activities with children.

628 Advanced Curriculum Design (3) Curriculum development in the visual arts accounting for individual and subcultural differences among students. Prereq: ARE 616, 618 or instructor's consent.

630 Research Methodology in Art Education (3) Scientific bases and classification of research; methodologies used in descriptive, analytical, and experimental research. Development of research proposals and critique of research reports.

646 Aesthetic Inquiry (3) Reviews contemporary research in aesthetics from a multidisciplinary perspective. Considers qualitative and qualitative studies from psychology, anthropology, sociology, computer science via traditional and contemporary aesthetic theory.

685 Design and Computing (3) Examines how computing is changing the problems, processes, and theories of design. Devotes attention to fine art, industrial design, graphic design, and information systems.

687 The Thinking Machine (3) Reviews the computer as an aid to thinking, augmenting, or replacing information processing aids. Considers computer development as an intelligent agent.

689 Design and Management of Effective Training Programs (3) Examines how to identify performance problems, establish goals, and design effective programs. Shows how to evaluate the effectiveness of chosen interventions and present solutions to managers.

ART HISTORY

237C Lawrence Hall
Telephone (503) 346-3675
Jeffrey M. Hurwit, Department Head

FACULTY


Emeriti


The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating

Arthur W. Hawn, architecture

Kenneth I. Helphand, landscape architecture

Stephen C. McGough, art museum

The Department of Art History offers students the opportunity to study the principal art and architectural traditions of Europe, the United States, and Asia. The courses are particularly appropriate for students interested in history, art, and the larger cultural context of society. They are also suitable for students intending to concentrate on the practice of art or environmental design. The curriculum provides courses to introduce undergraduates to art traditions, courses focused on specific topics that allow small classes and discussion format, and courses intended for upper-division undergraduates and graduate students. In addition, the department offers both undergraduate ma-
The major in art history combines historical study with studio practice and leads to the bachelor of arts (B.A.) The program for undergraduate students provides a broad perspective for understanding the art of the past and present and a critical approach to art historical study. The department offers a number of scholarships and teaching and research fellowships, including the Mr. and Mrs. Eric G. Clarke Scholarship in Oriental Art and undergraduate teaching fellowships (GTFs). Students may also seek scholarship aid through the School of Architecture and Allied Arts and the university's Office of Student Financial Aid. In addition, support for travel or research may be available through the Maude I. Kerns Endowment in Oriental Art and the Marion Dean Ross Endowment in Architectural History.

**Upper Division**

The major in art history combines historical study with studio practice and leads to the bachelor of arts (B.A.) degree. The program for majors provides a broad perspective for understanding the art of the past and present and a critical approach to art historical study. Subject to the general university requirements for graded courses, nonmajors may take any departmental course either for a letter grade or pass/no pass (P/N).

**Major Requirements**

Art history majors must complete 90 credits of course work in six areas: ancient, medieval, Renaissance-baroque, modern (including American), and Asian art; and architectural history.

**Architectural History Option**

- 27 credits
  - History of Western Architecture I,II,III (ARH 204, 205, 206) .................. 6
  - History of Indian Art (ARH 207), History of Chinese Art (ARH 208), or History of Japanese Art (ARH 209) .................. 9
- 5 upper-division courses in architectural history selected in consultation with the minor-option adviser ........................................ 15
- Of the five upper-division electives in architectural history, no more than two may come from the History of Interior Architecture I,II,III (ARH 474, 475, 476) or the History of Landscape Architecture I,II,III (ARH 477, 478, 479).
- The upper-division areas of emphasis must consist of a group of related courses that are selected in consultation with the faculty advisor for the minor option.

**Graduate Studies**

The Department of Art History offers programs leading to the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees in art history with specialization in ancient, medieval, Renaissance-baroque, modern, and Asian art and in the history of architecture. Seminars in methodology and criticism are open to graduate students. The department's M.A. degree program is the only one of its kind in Oregon and is unusual in the western United States. It is tailored to meet the needs and objectives of two kinds of students: (1) those who seek careers in the academic or art-related business worlds immediately upon completion of the M.A. degree, and (2) those who want to acquire a solid foundation in the field before pursuing studies leading to a Ph.D. degree.

**Master of Arts Requirements**

Students who have successfully completed undergraduate programs in art history, history, or languages and literature are particularly encouraged to consider graduate studies in art history.

All entering graduate students are required to complete for a letter grade Bibliography and Methods (ARH 611). All graduate students emphasizing Western art must take at least 3 graduate credits in each of the main areas: ancient, Renaissance-baroque, medieval, and modern (including American).

Two M.A. program options are available: (1) a program culminating in a written thesis, and (2) a program culminating in a comprehensive written examination. The student should elect one of these programs early in the first year of graduate study. Students in both programs must satisfy the general requirements of the Graduate School regarding residence and the number of graded credits.

The thesis program is intended for students who wish to specialize in programs leading to the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees in art history. The thesis program is intended for students who wish to specialize in programs leading to the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees in art history. The thesis program is intended for students who wish to specialize in programs leading to the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees in art history.
At the beginning of fall term, each new student in Western art history must take a written examination in French or German that is designed to test the student's ability to read the language. Students who do not pass the examination are required to undertake language study and to repeat the examination at the beginning of spring term. In addition, students are encouraged to study other languages pertinent to their specific fields of research. Students in Asian art must demonstrate competence in Chinese or Japanese language. The means for determining competence depends on the background and preparation of the individual student. Inquire at the art history department office for more information.

**Doctor of Philosophy Requirements**

Students are not usually admitted to the Ph.D. program unless they have already successfully completed a master's degree in art history or a closely related field. Students in Western art history must have passed written examinations in both French and German by the end of the first year; demonstration of competence in other languages may be required, depending on the field of specialization. Students in Asian art must demonstrate proficiency in either Chinese or Japanese language, depending on their field of study, and are expected to pass a reading examination in an appropriate European language and to commence study of a second Far Eastern language if it is germane to their course of study.

The comprehensive examination includes three areas in art history: two related areas, in one of which the dissertation is written, and a third unrelated area. These areas are selected from an established list in the department. The comprehensive examination should be taken before completion of 45 credits beyond the M.A.

More detailed information is available from the art history department office. Applications to the graduate program are considered once a year in later winter or early spring. For the 1993-94 academic year, applications and supporting documents—including Graduate Record Examinations scores—must be received by February 15, 1993.

**ART HISTORY COURSES (ARH)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Introduction to Visual Arts (3) What a work of art is, how it is made, its social role, and the power of its symbolic language. All visual arts explored, Western and non-Western.</td>
</tr>
<tr>
<td>199</td>
<td>Special Studies: [Term Subject] (1–3R)</td>
</tr>
<tr>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>204, 205, 206</td>
<td>History of Western Art I,II,III (3,3,3) Historical survey of the visual arts. Selected works of painting, sculpture, architecture, and other arts studied in relation to the culture in which they were produced. Jacobson.</td>
</tr>
<tr>
<td>208</td>
<td>History of Chinese Art (3) Historical survey of the visual arts of China. Selected works of painting, sculpture, architecture, and other arts studied in relation to the culture in which they were produced. Jacobson, Lachman, Laing.</td>
</tr>
<tr>
<td>209</td>
<td>History of Japanese Art (3) Historical survey of the visual arts of Japan. Selected works of painting, sculpture, architecture, and other arts studied in relation to the culture in which they were produced. Lachman, Laing.</td>
</tr>
<tr>
<td>300</td>
<td>Critical Approaches to Art Historical Study (3) Introduction to methodologies used in the study of art history (historic, iconographic, formal). Materials drawn from Asian and Western artistic traditions; bibliography, oral presentations, and papers. Prereq: junior or senior major status. Jacobson.</td>
</tr>
<tr>
<td>311, 315</td>
<td>History of Western Architecture I,II (3,3) Survey of architectural development in the West from prehistory to the present. 314: prehistory through Gothic. 315: Renaissance to the present. Roth, Sundt.</td>
</tr>
<tr>
<td>320</td>
<td>Origins of Art (3) Introduction to the oldest artistic and architectural traditions of Europe, the Mediterranean Basin, Egypt, and the Near East. Ranges from Paleolithic France and Spain to Egyptian and Mesopotamian civilizations. Hurwit.</td>
</tr>
<tr>
<td>322</td>
<td>Art of Ancient Greece (3) Introduction to major traditions, functions, and styles of Greek art from the Bronze Age through the Archaic and Hellenistic periods. Hurwit.</td>
</tr>
<tr>
<td>323</td>
<td>Art of Ancient Rome (3) Introduction to major traditions, functions, and styles of the art of ancient Italy and the Roman Empire, from the Etruscans through the Republic to the art of Constantine the Great. Hurwit.</td>
</tr>
<tr>
<td>324</td>
<td>Art and Politics in the Ancient World (3) Use of art and architecture by leading figures and states to shape and express the political environment and ideologies of the ancient world. Propagandistic art from Egypt to Rome. Hurwit.</td>
</tr>
<tr>
<td>341</td>
<td>Italian Art 1400–1560 (3) Painting and sculpture of the Renaissance and mannerist periods analyzed in terms of style, iconography, theory, patronage, and social context. Acres.</td>
</tr>
<tr>
<td>342</td>
<td>Italian Art 1560–1700 (3) Reform of art in the late 16th century and development of the baroque in Italy. Focus on Caravaggio, Carracci, Bernini, other leading artists. Acres.</td>
</tr>
<tr>
<td>343</td>
<td>European Renaissance Art (3) Painting and graphic arts in the Netherlands, Germany, and England in the 15th and 16th centuries. Van Eyck, Dürer, Holbein, other leading artists. Acres.</td>
</tr>
<tr>
<td>344</td>
<td>European Baroque Art (3) Baroque art outside Italy. Development of distinctive national schools. Special emphasis on the flourishing of Dutch painting and French classicism. Acres.</td>
</tr>
<tr>
<td>349</td>
<td>History of Prints (3) Western printmaking from the 15th century to the present, focused on major artists (Dürer, Rembrandt, Goya, Johns). Development of print media; changing goals of printmakers.</td>
</tr>
<tr>
<td>351</td>
<td>19th-Century Art (3) Introduction to artistic movements in Europe from 1780 to 1900 including neoclassicism, romanticism, realism, and impressionism. Nicholson, Simmons.</td>
</tr>
<tr>
<td>352</td>
<td>20th-Century Art (3) Introduction to artistic movements in painting, sculpture, and graphics from postimpressionism (1900s) to the present. Nicholson, Simmons.</td>
</tr>
<tr>
<td>359</td>
<td>History of Photography (3) Photography from the early 19th century to the present. Emphasis on the aesthetics of the medium, its relationship to painting and the graphic arts, and its social role. Nicholson.</td>
</tr>
<tr>
<td>381</td>
<td>Nomadic Art of Eurasia (3) Art of the Sctytho-Siberian nomads and its relation to the art of Greece, the ancient Near East, and China, 7th to 2nd centuries B.C. Jacobson.</td>
</tr>
<tr>
<td>384, 385, 386</td>
<td>Chinese Art I,II,III (3,3,3) The major Chinese arts, including bronzes, sculpture, painting, and architecture, from the Shang through the Ch'ing dynasties. Jacobson, Lachman, Laing.</td>
</tr>
<tr>
<td>389</td>
<td>Art and Politics in 20th-Century China (3) Introduction to changing political situations and the effect of politics and ideology on art from 1900 to ca. 1982. Laing.</td>
</tr>
<tr>
<td>391</td>
<td>Art of the Pacific Islands I (3) Art and architecture of Melanesia considered in terms of style and as vehicles of social and religious expression. Sundt.</td>
</tr>
<tr>
<td>392</td>
<td>Art of the Pacific Islands II (3) Art and architecture of Polynesia and Micronesia considered in terms of style and as vehicles of social and religious expression. Sundt.</td>
</tr>
<tr>
<td>399</td>
<td>Special Studies: [Term Subject] (1–4R) Departmental offerings vary from year to year and reflect the interests of faculty members.</td>
</tr>
<tr>
<td>400</td>
<td>Innovative Education: [Term Subject] (2–5R)</td>
</tr>
<tr>
<td>401</td>
<td>Research (1–5R)</td>
</tr>
<tr>
<td>405</td>
<td>Reading and Conference: [Term Subject] (1–5R)</td>
</tr>
<tr>
<td>406</td>
<td>Field Studies (1–5R)</td>
</tr>
<tr>
<td>407/507</td>
<td>Seminar: [Term Subject] (1–5R)</td>
</tr>
<tr>
<td>408/508</td>
<td>Workshop: [Term Subject] (1–5R)</td>
</tr>
<tr>
<td>409</td>
<td>Practicum: [Term Subject] (1–9R)</td>
</tr>
<tr>
<td>410/510</td>
<td>Experimental Course: [Term Subject] (1–5R) Departmental offerings vary from year to year and reflect the interests of faculty members.</td>
</tr>
<tr>
<td>411/511, 412/512, 413/513</td>
<td>Museology (3,3,3) Theories and techniques in the operation of art museums. Prereq: instructor's consent.</td>
</tr>
<tr>
<td>422/522</td>
<td>Aegean Art (3) Major artistic traditions of the Aegean Bronze Age: Minoan, Thera, and Mycenaean. Topics include the function and meaning of palatial frescoes, development of vase painting, and Bronze Age iconography. Prereq: ARH 204 or 322 or instructor's consent. Hurwit.</td>
</tr>
<tr>
<td>423/523</td>
<td>Archaic Greek Art (3) Development of Greek art in the Geometric and Archaic periods (900-480 B.C.). Focuses on such issues as the origin and tactics of mythological narrative art. Prereq: ARH 204 or 322 or instructor's consent. Hurwit.</td>
</tr>
<tr>
<td>424/524</td>
<td>Classical Greek Art (3) Greek art in the 5th and 4th centuries B.C. Emphasizes major artistic programs of Olympia and Athens</td>
</tr>
</tbody>
</table>
and classical attitudes toward the representation of the human form. Prereq: ARH 204 or 322 or instructor's consent. Hurwit.

427/527 Greek Architecture (3) Origins of the Greek Orders and temple architecture from ca. 900 to 400 B.C. Prereq: ARH 204 or 314 or instructor's consent. Sundt.

428/528 Roman Architecture (3) Architecture and building technology during the republican and imperial periods. Prereq: ARH 204 or 314 or instructor's consent. Sundt.

430/530 Early Christian Art (3) Early Christian art from the 2nd century to A.D. 726. Prereq: ARH 205 or instructor's consent. Sundt.


432/532, 433/533 Medieval Sculpture I,II (3,3) Medieval sculpture in Western Europe from ca. 600 to 1500. 432/532: 600–1200, with emphasis on the Romanesque. 433/533: Gothic, from 1200 to 1500. Prereq: ARH 205 or instructor's consent. Dolezal.


437/537 Romanesque Architecture (3) Architecture in Western Europe ca. 1000 to 1200 A.D. The period of monasteries, pilgrimages, and Crusades. Prereq: ARH 205 or 314 or instructor's consent. Sundt.

438/538, 439/539 Gothic Architecture I,II (3,3) Gothic architecture in Western Europe from ca. 1130 to ca. 1500. 438/538: emphasis on northern France. 439/539: emphasis on England, Germany, and the area outside northern France. Prereq: ARH 205 or 314 or instructor's consent. Sundt.

441/541 Renaissance and Baroque Problems: [Term Subject] (3R) In-depth examination of careers of major artists or issues relevant to art of the period. Topic varies. Possible subjects include art and power, Caravaggio. Prereq: ARH 341 or 342 or 343 or 344 or instructor's consent. R twice when topic changes for maximum of 9 credits.

444/544 16th-Century Art and Theory (3) Writings of Leonardo da Vinci, Michelangelo, Vasari, and others analyzed in conjunction with Italian art of the period. Prereq: ARH 341 or 342 or instructor's consent.

445/545 Golden Age in Spain (3) Spanish painting and sculpture from 1560 to 1700. (El Greco, Zurbaran, Velazquez, Murillo). Interaction with other national schools, impact of patronage, other issues. Prereq: ARH 206, ARH 341 or 342 or 343 or 344 or instructor's consent.

448/548 Renaissance Architecture (3) Examination of the significant developments in architecture in Italy and the rest of Europe, 1400–1585, with special emphasis on theory and normative types. Prereq: ARH 206 or 315 or instructor's consent. Roth.

449/549 Baroque Architecture (3) Examination of the significant developments in architecture in Italy and the rest of Europe, 1585–1750. Prereq: ARH 206 or 315 or instructor's consent. Roth.


453/553 20th-Century Problems: [Term Subject] (3R) Changing topics in European art between 1880 and 1940. Prereq: ARH 352 or instructor's consent. Simmons. R twice when topic changes for maximum of 9 credits.

454/554 Modern German Art (3) Development of modernism in German art from the founding of the secession to national socialism. Prereq: ARH 352 or instructor's consent. Simmons.

455/555 Contemporary Art (3) Major artistic movements and critical theory in Europe and the United States from 1940 to the present. Prereq: ARH 352 or instructor's consent. Simmons.


460/560 18th-Century Architecture (3) Examines the development of modern architecture including the rise of archaeology, the impact of new technologies, and the appearance of the professional architect. Prereq: ARH 206 or 315 or 449. Roth.

461/561 19th-Century Architecture (3) Major developments in architecture in Europe from 1740 to 1900. Special emphasis on such topics as the impact of eclecticism, industrialization, and urban growth. Prereq: ARH 206 or 315 or instructor's consent. Roth.

462/562 20th-Century Architecture (3) Major developments in architecture in Europe, 1890 to the present. Topics include the theory of international modernism and the rise of ethnic traditions. Prereq: ARH 206 or 315 or instructor's consent. Roth.

464/564, 465/565, 466/566 American Architecture I,II,III (3,3,3) Major developments in American architecture. 464/564: 1600–1820; includes vernacular traditions, late baroque, neoclassicism, and the effort to create national symbols. 465/565: 1820–1900; includes the rediscovery of national symbols, the impact of industry, and the national focus on the single-family residence. 466/566: 1885 to the present; emphasizes academicism, the impact of international modernism, and the rediscovery of eclectic symbolism. Prereq: ARH 206 or 315 or instructor's consent. Roth.

467/567 Chicago Architecture (3) Examines the development of the architecture in this especially American city, focusing on the invention of the skyscraper and the suburban family home. Prereq: ARH 313 or 465 or 466 or instructor's consent. Roth.

469/569 Historic Preservation (3) Theory and history of historic preservation in the United States and Europe; legislation and procedures.

471/571 Problems in Scandinavian Art: [Term Subject] (3R) Art and architecture in the Scandinavian countries from prehistoric times to the present. R twice when topic changes for maximum of 9 credits.

474/574, 475/575, 476/576 History of Interior Architecture I,II,III (3,3,3) Interior architecture as artistic expression, including the study of furnishings, textiles, and other interior traditions. Hawn.


484/584 Problems in Chinese Art: [Term Subject] (3R) Pictorial portrayal, historical context, and artistic and social purpose in three phases of Chinese bronze art. Examines ornamental, pictorial, and narrative source traditions. Prereq: ARH 208, ARH 384 or 385 or 386 or instructor's consent. Jacobson, Lachman. R twice when topic changes for maximum of 9 credits.

488/588 Japanese Prints (3) Major thematic, technological, and artistic developments of the woodblock print in Japan as part of the cultural, social, and political patterns of the times. Prereq: ARH 209 or instructor's consent. Iaing.

503 Thesis (1–9R) P/N only

601 Research (1–5R) P/N only

603 Dissertation (1–9R) P/N only

605 Reading and Conference: [Term Subject] (1–5R)

606 Field Studies (1–5R)

607 Seminar: [Term Subject] (1–5R) Departmental offerings vary from year to year and reflect the specialized interests of faculty members. 1991–92 topics included Classicism in American Architecture, Indian Architecture, the Sistine Chapel, Violler-le-Duc, and Women in Early Modern Art.

608 Workshop: [Term Subject] (1–5R)

609 Practicum: [Term Subject] (1–9R)

610 Experimental Course: [Term Subject] (1–5R)

611 Bibliography and Methods (3) Introduction to bibliographic resources, research methodology, and critical issues in art history. Prereq: graduate standing in art history. Acres, Nicholson, Simmons.
FACULTY


Barbara Pickett, associate professor (fibers). B.S., 1971, Portland State. (1975)


Adjunct, Courtesy, and Visiting


Emeriti


Andrew M. Vincent, professor emeritus. 1929, Art Institute of Chicago. (1929)


Adjunct, Courtesy, and Visiting


Andrew M. Vincent, professor emeritus. 1929, Art Institute of Chicago. (1929)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

The Department of Fine and Applied Arts has courses in ceramics, drawing, fibers, metalsmithing and jewelry, painting, photography, printmaking, sculpture, and visual design (including computer graphics). Lower-division courses serve students doing their major work in the department and nonmajors seeking studio work as part of a liberal education.

UNDERGRADUATE STUDIES

Students must apply directly to the Department of Fine and Applied Arts for admission as majors. Write or call the department for the application form and deadlines. Admission screening takes place each term for admission the next term (excluding summer session).

Three bachelor's degrees are offered by the department: a four-year program leads to the bachelor of arts (B.A.) or bachelor of science (B.S.) degree, and a five-year program leads to the bachelor of fine arts (B.F.A.) degree.

Major disciplines within the department are not separated at the undergraduate level except in the case of the five-year program for a B.F.A. degree.

Major Requirements

General departmental requirements for the B.A. and B.S. degrees are 66 credits, including 9 in art history. Twenty-four of the 66 must be in upper-division studio work. The following course work must be completed before other art credits in the major.

Two courses in drawing

Two courses in Basic Design (ART 116)

Requirements for the B.F.A. degree follow:

1. Completion of a five-year program totaling 220 credits, including satisfaction of general university requirements for the B.A. or B.S. degree
2. Satisfaction of departmental requirements for a program leading to the B.A. or B.S. degree and, in the fifth year, 29 credits of studio work, 9 credits in art history, and 4 credits of Terminal Creative Project B.F.A. (ART, ARTC, ARTF, ARTM, ARTP, ARTR, ARTS, or ARTV 409)

Students who have completed a comparable four-year curriculum in art at another institution may be admitted to the fifth-year B.F.A. program. Such B.F.A. candidates must, however, satisfy the university's residence requirement of 45 credits for all undergraduate degrees. For transfer students completing an undergraduate degree here, the department requires at least 24 credits of studio work in residence, of which at least 12 must be upper division.

Admission to the B.F.A. program is subject to approval by a portfolio review of the student's work, usually during the fourth year. The B.F.A. candidate selects a faculty sponsor, who agrees to initiate the portfolio review and supervise the terminal creative project.

Program Planning: The department stresses interdisciplinary programs as well as concentrated study. Each student is encouraged to select a faculty adviser during the first year. It is critical to the development of a worthwhile program of study that the selected adviser be familiar with and sympathetic to the student's direction and capabilities. The importance of program planning cannot be overemphasized.

The general lower-division courses Basic Design (ART 116), Drawing (ART 233), and Drawing and Modeling (ART 297) are introductory courses preparatory to additional work in the department.

Minor Requirements

The minor in fine and applied arts requires 42 credits. Course work must be taken in at least two departmental curricular areas, excluding courses taken to fulfill the Basic Design (ART 116) and Drawing (ART 233) requirements. Students are encouraged to declare the minor at least three terms before graduating. At the time the minor is declared, a departmental adviser may be assigned to help the student develop an individualized program.

Core 20–21 credits

Art history (ARH) courses ......................... 9

Basic Design (ART 116) ............................ 4

Drawing (ART 233) ................................. 4

one course selected from among the following:

Basic Design (ART 166), Drawing (ART 233), Visual Inquiry I (AAA 180), Visual Inquiry II (AAA 181), general departmental (ART) courses ............................ 3

Studio 22 credits

Studio courses of one's choice; 15 credits must be upper division, and 12 credits must be taken in residence.

GRADUATE STUDIES

The department offers the master of fine arts (M.F.A.) degree in each area of instruction: ceramics, metalsmithing and jewelry, painting, printmaking, sculpture, and visual design. Graduate studies in fibers, photography, and computer studies are offered through the visual design area. The M.F.A. program is intended to promote and independent creative work based on collegiality among members of the studio community. The faculty, with this in mind, prefers to rely more heavily on advising than on formal prescription.

The M.F.A. is the terminal degree in the studio arts. As such, it is designed to transcend the credit and course requirements normally associated with bachelor's and master's degrees. The standard two-year M.F.A. program requires six consecutive fall-through-spring terms as a full-time student.

The six terms of full-time enrollment, not including summer session, is the minimum residence requirement. At least 54 graduate credits must be accumulated in these six terms.
Other requirements are six formal courses in art history, art theory, or related courses that focus on theoretical or historical issues in the arts. Exceptions to the six formal courses in art history or art theory must have the prior approval of the department head. Seminars with specific titles, e.g., Seminar: Experimental Animation (ART 507), cannot be used to satisfy this requirement. Untitled generic seminars, e.g., Seminar (ARTC 507) and other undefined, open-ended studies, e.g., Research (601), Reading and Conference (605), and Workshop (508) do not satisfy this requirement. Also required is a minimum of 9 credits of Terminal Creative Project M.F.A. (ART, ARTC, ARTM, ARTS, ARTV, ARTP, ARTR, ART, or ARTV 609).

Graduate students in this department may elect to take all their work on a pass/no pass (IP/IN) basis. Because the principal requirements here are those of residence, which may not be waived, there is no policy for the acceptance of transferred graduate credit. All work done elsewhere, both privately and in other schools and foundations, is honored though not reviewed for credit.

Most of the first year is spent establishing work patterns and becoming familiar with departmental courses of instruction, faculty and staff members, and facilities. Prospective students are expected to have the equivalent of this department's B.F.A. degree; those accepted without this experience are expected to make up background deficiencies before being admitted to the two-year program. It is assumed that prospective graduate students have some knowledge of the department's offerings and seek entrance for particular reasons. The transition from the first year into the more independent phase of the second-year terminal project is generally most rewarding to those who visit the department before applying.

Formal Procedures

Conditional Admission. Applicants must make specific inquiry based on discipline and commitment, submitting an application, transcripts, vita, portfolio, and letters of recommendation as requested. All applicants accepted by the Graduate School are given conditional admission to study for the M.F.A. Until or unless an entering student has a specific request for a graduate adviser, the faculty member so designated customarily serves as the adviser for the first semester. During this time, the student's enrollment consists of course work and special studies in his or her discipline and in other instructional areas to ensure broader acquaintance with the department and the university.

Sometime after the first term of residence, and usually before the end of the third, a committee for reviewing candidacy is constituted by the adviser for conditionally admitted graduate students. The committee is composed of no fewer than four departmental faculty members, two of whom, whenever possible, should be from the candidate's major discipline. At least one member of the committee must be from another discipline of the department. When faculty members outside the department are wanted on this committee, they are appointed to serve in a nonvoting capacity. The departmental committee reviews the student his or her record of accomplishment, along with examples of past and current work, in order to advise on and to recommend advancement to candidacy with a change of student classification to graduate master's.

Terminal Project and Adviser. As soon as the student has achieved graduate master's classification, the student is eligible to select a terminal project adviser from the graduate faculty in his or her discipline. This adviser, in counsel with the candidate, selects the committee, which is composed of the adviser as chair, three other departmental faculty members, and usually a faculty member from outside the department. The entire committee meets with the student for a preliminary statement of project intention (the preliminary review), at least two progress reports, and the terminal review. As soon as the project proposal is organized by the candidate, a meeting of the committee is arranged for a preliminary review of the proposed project. A short written description of the proposal should be delivered by the candidate to each committee member prior to the meeting. The purpose of the preliminary review is to acquaint all parties with the conceptual and technical particulars of the proposal and to discuss the merit of the project and its appropriateness to the terminal degree. The committee also reviews the student's overall suitability for pursuit of the M.F.A. degree. If serious and irreconcilable differences of opinion arise, the committee should be reconstituted to begin again. If a second committee also has serious and irreconcilable differences, the student may be terminated as an M.F.A. degree candidate after review by the department head. Although the preliminary review is not a public meeting, the departmental faculty should receive the courtesy of notification. It is understood that guests are not to compromise the purpose of the meeting. The preliminary review is usually timed to allow three subsequent terms to complete the terminal project. During the course of work on the terminal project, the candidate arranges for individual conferences with committee members and arranges, through the adviser, at least two committee meetings for progress reports. At each progress report meeting, the committee determines whether sufficient progress has been made, whether work is of appropriate quality for continuation of the project, and whether the student's performance in the M.F.A. program continues to be acceptable.

At least two weeks prior to the terminal review, each committee member should receive a rough draft of the report summarizing the terminal project. At least one week before the terminal review, the time, date, and place are publicly announced by the chair. Department staff members assist the candidate in arranging the space and dates for the public exhibition of the terminal project. The final review is open to all university faculty members and graduate students. The exhibition is open to the public. The degree is officially granted after the candidate has fulfilled all requirements, including submission to the department of a project report, in a form appropriate to the nature of the project and suitable for binding for use in the Architecture and Allied Arts Library. This bound copy of the terminal report must be signed by the terminal project adviser. An additional copy of the report may be made available to the major discipline for its use. The student may also request an additional bound copy.

FINE AND APPLIED ARTS COURSES

Unless specified otherwise, for open-ended courses numbered 199, 401, 405, 406, 407/507, 408/508, 409, 410/510, 601, 605, 606, 607, 608, and 609, topics and credits are arranged with the instructor. Subjects vary according to the interests of both faculty members and students. Courses include, but are not limited to, studio-related exploration. Instructor's consent is required for all courses with flexible credit ranges, both for content and scheduling. Students are encouraged to discuss these possibilities with their advisers.

General Departmental Art Courses (ART)

111 The Artist Experience (2) P/N only. The artist experience is a series of presentations by the resident faculty members of the Department of Fine and Applied Arts. Offered fall term only.


AAA 180, 181 Introduction to Visual Inquiry I,II (3,3) See Architecture and Allied Arts.

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

208 Foundation: [Term Subject] (2-4R) A studio foundation course focusing on basic skills and concepts.

233 Drawing (4R) Beginning course in observation, selection, and recording of significant elements in various drawing media.

297 Drawing and Modeling (2-4R) Study of forms in space using the two dimensions of drawing and the three dimensions of modeling. Buckner.

350 Color Theory (2-4R) Examines the physical, psychological, and physiological aspects of color and light. Designed to improve the understanding of color interaction. Prereq: ART 116, instructor's consent.

400 Innovative Education: [Term Subject] (1-3R)

406 Special Problems (1-8R)

407/507 Seminar: [Term Subject] (1-3R)

408/508 Workshop: [Term Subject] (1-6R) Frequent topics are Bookbinding, Calligraphy, Papermaking, Small Metal Casting, Typography; others include Computers in the Arts, Drawing and Writing on Computers, Hards and Feet.

409 Terminal Creative Project B.F.A.: [Term Subject] (1-12R)

410/510 Experimental Course: [Term Subject] (1-6R) Topics include Drawing and Writing on the Computer, Theories in Art.
414/514 Art and Creativity (2-4R) P/N only. Personal projects and ensemble work involving imagination-releasing exercises using clay, drawing, writing, and storytelling. Studio emphasizes creativity. R once.

415/515 The Origins of Mark and Image Making (2-4) P/N only. Shares some characteristics of a studio course, but undertakes research in a nontraditional outdoor setting. Unprocessed natural and found material used for projects reviewed and discussed on site.

482/582 Anatomy for Artists (2-4) Principles and formation of the skeletal and muscular structure of the human figure. Prereq: ARTP 281 or ART 233 or 297. Buckner.

485/585 Artist's Books (3-4R) Creating books as an expression of fine art. Each aspect of the book's structure and form is designed to express the artist's ideas and content. Prereq: foundation course.

492/592 The Artist's Survival (2-3) P/N only. Reviews the direct application and presentation of an artist's work in the world of business and education.

601 Research (1–12R) P/N only

602 Supervised College Teaching (1–4R)

605 Reading and Conference: [Term Subject] (1–6R)

607 Seminar: [Term Subject] (1–4R) Topics include Archetypal Ancestors of the Artist, Making Ideas Firm, Pattern, and Visual Poetics.

608 Workshop: [Term Subject] (1–8R)

609 Terminal Creative Project M.F.A.: [Term Subject] (1–12R)

Ceramics Courses (ARTC)

199 Special Studies: [Term Subject] (1–3R)

255 Ceramics (2–4R) Both instructor-directed and self-directed opportunities. Instruction available in many aspects of the study of ceramic processes. Open to nonmajors.

Kokis, Krusoe.

401 Research (1–12R)

405 Reading and Conference: [Term Subject] (1–6R) Prereq: instructor's consent.

406 Special Problems (1–8R) Prereq: instructor's consent.

407/507 Seminar: [Term Subject] (1–3R) Prereq: instructor's consent.

408/508 Workshop: [Term Subject] (1–6R) Prereq: instructor's consent.

409 Terminal Creative Project B.F.A.: [Term Subject] (1–12R)

410/510 Experimental Course: [Term Subject] (1–12R) Prereq: instructor's consent.


458/558 Textile Printing (2–4R) Advanced problems in design and color applied to standard textiles. Technique in pattern design and yardage printing. Silk screen, block print. Prereq: instructor's consent.

Metalsmithing and Jewelry Courses (ARTM)

199 Special Studies: [Term Subject] (1–3R) Prereq: instructor's consent.

257 Metalsmithing and Jewelry (2–4R) Introduction to the handworking of ferrous and nonferrous metals; practical information about making small tools and jewelry and metal objects. Corwin.

401 Research (1–12R) Prereq: instructor's consent.

405 Reading and Conference: [Term Subject] (1–6R) Prereq: instructor's consent.

406 Special Problems (1–8R) Prereq: instructor's consent.

407/507 Seminar: [Term Subject] (1–3R) Prereq: instructor's consent.

408/508 Workshop: [Term Subject] (1–6R) Prereq: instructor's consent.

409 Terminal Creative Project B.F.A.: [Term Subject] (1–12R)

410/510 Experimental Course: [Term Subject] (1–12R) Prereq: instructor's consent.

457/557 Advanced Metalsmithing and Jewelry (2–5R) Emphasis on creative work. Advanced problems in forging, raising, centrifuge, casting, enameling, etching, stone setting.

601 Research (1–12R) P/N only. Prereq: instructor's consent.

605 Reading and Conference: [Term Subject] (1–6R) Prereq: instructor's consent.

606 Special Problems (1–12R) Prereq: instructor's consent.

608 Workshop: [Term Subject] (1–8R) Prereq: instructor's consent.

609 Terminal Creative Project M.F.A.: [Term Subject] (1–12R) Prereq: instructor's consent.

Painting Courses (ARTP)

199 Special Studies: [Term Subject] (1–3R) Prereq: instructor's consent.

281 Painting (2–4R) Basic visual elements and their application to painting as a means of expression. Incorporates traditional subject matter: still life, landscape, figure. Prior drawing experience recommended.

294 Water Color (2–4R) Basic instruction in the use of water media with particular attention to their limitations and capabilities.

381 Water Color (2–4R) Visual and manual understanding of the media with emphasis on transparency and fluidity, Transitory conditions of light and atmosphere. Prereq: ART 233 or ARTP 294.

390 Painting (2–4R) Advanced painting concepts and technical processes. Independent initiative is encouraged. Prereq: 8 credits of lower-division painting or equivalent. Graff, Okada, Reaves.


392 Composition and Visual Theory (2–4R) Visual theory and its relation to visual, tactile, kinetic, and mnemonic characterization. Prereq: 4 credits in ART 116 or 233 or instructor's consent.

401 Research (1–12R) Prereq: instructor's consent.

405 Reading and Conference: [Term Subject] (1–6R) Prereq: instructor's consent.

406 Special Problems (1–8R) Prereq: instructor's consent.

407/507 Seminar: [Term Subject] (1–3R) Prereq: instructor's consent.

408/508 Workshop: [Term Subject] (1–6R) Prereq: instructor's consent.

409 Terminal Creative Project B.F.A.: [Term Subject] (1–12R)

410/510 Experimental Course: [Term Subject] (1–12R) Prereq: instructor's consent.

481 Water Color (2–4R) Advanced study in selected water media. Prereq: ARTP 381 or instructor's consent.

486/586 Large-Scale Painting (8R) Presents a realistic introduction to a professional commitment to painting. Introduces need for personal development of a studio discipline appropriate for independent graduate work. Prereq: ARTP 390, instructor's consent. Okada.
488/588 Theories of Painting (3) Examines the parallel development of modern painting to the present and concurrent theory. Includes contemporary exhibiting practices: galleries, museums, publicity, art as business. Okada.

490/590 Advanced Painting (2–4R) Use of various media to characterize observation of a variety of subjects including still lifes, landscapes, and figures. Prereq: 6 credits in ARTP 390 or equivalent. Graff, Okada, Reaves.

491/591 Advanced Drawing (2–4R) Use of drawing as a conceptual and technical tool for revealing information from various sources including still life, landscape, and figure. Prereq: 6 credits in ARTP 391. Graff, Okada, Reaves.

601 Research (1–12R) Prereq: instructor’s consent.

605 Reading and Conference: [Term Subject] (1–6R) Prereq: instructor’s consent.

606 Special Problems (1–12R) Prereq: instructor’s consent.

607 Seminar: [Term Subject] (1–4R) Prereq: instructor’s consent.

608 Workshop: [Term Subject] (1–8R) Prereq: instructor’s consent.

609 Terminal Creative Project M.F.A.: [Term Subject] (1–12R) Prereq: instructor’s consent.

690 Graduate Studies in Painting (1–6R) Advanced work with problems of color and form, technique, processes, and visual theories. Prereq: instructor’s consent.

691 Graduate Studies in Drawing (1–6R) Advanced work with problems of form, technique, processes, and visual theories. Prereq: instructor’s consent.

Printmaking Courses (ARTR)

199 Special Studies: [Term Subject] (1–3R) Prereq: instructor’s consent.

346 Introduction to Relief Printing (3) Woodcut, linoleum cut methods, single- or multiple-color techniques of reduction cut, multiple blocks, stamps, and registration principles. Emphasizes personal imagery development. Prereq: two terms of drawing or instructor’s consent. Paul, Prentice.

347 Introduction to Intaglio (3) Techniques of etching, drypoint, engraving, aquatint, soft ground, lift ground, white ground, embossment, relief plate printing. Emphasizes personal imagery development. Prereq: two terms of drawing or instructor’s consent. Prentice. Paul, Prentice.

348 Introduction to Screen Printing (3R) Techniques of screen printing, including film stencil, liquid black block, printing block, paper stencil, and photosensitive approaches. The medium as a unique conceptual and expressive tool. Prereq: instructor’s consent. Paul.

349 Introduction to Lithography (3) Basic methodology of delineation, processing, and printing of images on stone. Includes crayon, pen, and tusche work. Printing of small editions. Prereq: two terms of drawing or instructor’s consent. Paul.

401 Research (1–12R) Prereq: instructor’s consent.

405 Reading and Conference: [Term Subject] (1–6R) Prereq: instructor’s consent.

406 Special Problems (1–8R) Prereq: instructor’s consent.


408/508 Workshop: [Term Subject] (1–6R) Prereq: instructor’s consent.

409 Terminal Creative Project B.F.A.: [Term Subject] (1–12R)

410/510 Experimental Course: [Term Subject] (1–6R) Introduction of new or combined graphic media may include monotype, Japanese woodcut, and wood engraving. Prereq: ARTR 346 or 347 or instructor’s consent. Prentice.


411/511 Intermediate and Advanced Intaglio (2–4R) Continuing instruction in intaglio including methods of transfer, color work, plate lithography, photolithography. Emphasizes personal imagery and technical control. Prereq: ARTR 346 or instructor’s consent. Paul.

601 Research (1–12R) Prereq: instructor’s consent.

605 Reading and Conference: [Term Subject] (1–6R) Prereq: instructor’s consent.

606 Special Problems (1–12R) Prereq: instructor’s consent.

607 Seminar: [Term Subject] (1–4R) Prereq: instructor’s consent.

608 Workshop: [Term Subject] (1–8R) Prereq: instructor’s consent.

609 Terminal Creative Project M.F.A.: [Term Subject] (1–12R) Prereq: instructor’s consent.

690 Graduate Studies in Painting (1–6R) Advanced work with problems of color and form, technique, processes, and visual theories. Prereq: instructor’s consent.

Visual Design Courses (ARTV)

199 Special Studies: [Term Subject] (1–3R) Prereq: instructor’s consent.

240 Graphic Tools (3) Introduction to tools and techniques used in design practice. Focuses on print processes, materials, and presentation.

260 Computers in Visual Design (2–4R) Introduction to the many ways computers are being used as design tools. Covers techniques, hardware, software, and design principles.

351 Creative Photography I (4R) Basic black-and-white photographic processes and techniques; development of camera and darkroom skills; seeing photographically. Student work reviewed often. Powell, Warpiński.


381 Letter Form: Typography (2–4R) Experiments with lead and wooden type as related to graphic composition and communication. Holcomb.

382 Letter Form: Digital (2–4R) Fundamentals of calligraphy; typography; codification techniques as related to photo- and electronically generated graphics. Holcomb.

383 The Graphic Symbol (2–4R) Studies in symbolic communication. Exploration in the graphic evolution of symbols. Prereq: ARTV 380 or 381 or 382, instructor’s consent.

401 Research (1–12R) Prereq: instructor’s consent.

405 Reading and Conference: [Term Subject] (1–6R) Prereq: instructor’s consent.

406 Special Problems (1–8R) Prereq: instructor’s consent.


408/508 Workshop: [Term Subject] (1–6R) Prereq: instructor’s consent.

409 Terminal Creative Project B.F.A.: [Term Subject] (1–12R)
407/507 Seminar: [Term Subject] (1–3R)  
Prereq: instructor's consent.

408/508 Workshop: [Term Subject] (1–6R)  
Prereq: instructor's consent.

409 Terminal Creative Project B.F.A.:  
[Term Subject] (1–12R)

410/510 Experimental Course: [Term Subject] (1–6R)

452/552 Creative Photography II (3–4)  
Introduction to medium- and large-format cameras and their aesthetic possibilities.  
Four-by-five and eight-by-ten view cameras provided. Processes include camera use, film and development, printing skills. Studio class.  
Prereq: ARTV 351. Powell, Warpinski.

453/553 Creative Photography III (4)  
Introduction to techniques and aesthetics of constructed imagery and postvisualization. Processes include toning, hand coloring, collage, studio work, polaroid, photocopy, computer.  
Studio class.  
Prereq: ARTV 351, 452/552, instructor's consent. Powell, Warpinski.

457/557 Issues in Visual Design (2–4R)  
Advanced overview of theories and practice in visual design. Selected topics include visualization (hand-drawn and computer-facilitated), word-image relationships, design theory, and cultural history.  

Advanced work in computer graphics. Explores both technical and aesthetic issues.  
Prereq: instructor's consent. Hickman, Holcomb.

473/573 Visual Continuity (2–4R)  
The problems of image sequence and continuity in all graphic media including photography, video, and computer-generated graphics. Open to nonmajors. Prereq: ART 116 or instructor's consent.

475/575 Motion Graphics (2–4R)  
Moving imagery; both diagrammatic and photographic use of video and computer graphics in visual design. Includes various animation techniques. Open to nonmajors. Prereq: ART 116, ARTV 493/593 or instructor's consent. Holcomb.

601 Research (1–12R)  
P/N only. Prereq: instructor's consent.

605 Reading and Conference: [Term Subject] (1–6R)  
Prereq: instructor's consent.

606 Special Problems (1–12R)  
Prereq: instructor's consent.

607 Seminar: [Term Subject] (1–4R)  
Prereq: instructor's consent.

608 Workshop: [Term Subject] (1–8R)  
Prereq: instructor's consent.

609 Terminal Creative Project M.F.A.:  
[Term Subject] (1–12R)  
Prereq: instructor's consent.

646 Graduate Studies in Photography  
(2–5R)  
Weekly review of work in all photographically related processes. Reading and discussion. Prereq: portfolio, instructor's consent.

**HISTORIC PRESERVATION**

105 Lawrence Hall  
Telephone (503) 346-3631  
Michael E. Shellenbarger, Program Director

**Participating Faculty**

Philip H. Dole, architecture  
Arthur W. Hawn, architecture  
Kenneth L. Helphand, landscape architecture  
Robert Z. Melnick, landscape architecture  
Donald L. Peting, architecture  
Marsha Rinzlendorf, planning, public policy and management  
Leland M. Roth, art history  
Richard A. Sundt, art history

**Adjunct**

Eric L. Eisemann, adjunct assistant professor.  

*The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.*

**UNDERGRADUATE STUDIES**

**Minor Program**

The interdisciplinary minor in historic preservation requires a minimum of 27 credits, 15 of which must be upper division, distributed as follows:

1. **Architectural History.** 9 credits in selected from the following 3-credit courses in the Department of Art History:

2. **Historic Preservation.** 18 credits in selected from the following 3-credit courses in various departments, both within and outside the School of Architecture and Allied Arts:
   - Analysis through Recording of Historic Buildings (ARCH 421), Settlement Patterns (ARCH 431), Vernacular Building (ARCH 434), Cultural Resources: Policy and Procedures (ANTH 435, offered by Oregon State University), Historic Preservation (ARCH 469), Preservation and Restoration Technology (ARCH 474), Preservation Technology: Masonry (ARCH 475), Historic Finishes (IARC 476), Landscape Preservation (LA 480)

Other historic preservation courses approved by the Committee on Historic Preservation.  
Up to 6 credits in courses related to historic preservation and taught in the following departments: anthropology, architecture, art history, geography, history, and landscape architecture. These courses must be approved by the historic preservation committee.

The historic preservation minor is available to all university undergraduate students. The mi-
nor program is administered by the director of the Historic Preservation Program in the School of Architecture and Allied Arts. Early consultation with a faculty member on the historic preservation committee is recommended. Students must give the committee written notice of the intent to seek the minor. A form for this purpose is available in the office of the dean of the School of Architecture and Allied Arts and must be submitted prior to formal application for graduation.

Course availability is subject to the instructor's consent and the space available after obligations to departmental majors have been met. A mid-C or better must be earned in letter-graded courses, a P (pass) in pass/no pass courses. The minor is granted upon completion of the requirements in effect when the notice of intent to seek the minor was filed.

**GRADUATE STUDIES**

A master of science (M.S.) degree in historic preservation is offered by the School of Architecture and Allied Arts. The two-year course of study is designed to meet the interests of students whose backgrounds are primarily in architecture, landscape architecture, and architectural history. It includes training in preservation theory and law, the characteristics of historic buildings and landscapes, historic building technology, and the procedures for evaluating and recording historic sites and buildings.

The program is administered by the Committee on Historic Preservation, an interdepartmental committee in the School of Architecture and Allied Arts.

**Program Requirements**

**First Year**

- **42 credits**
- Courses in preservation theory, law technology, and recording .................................................. 12
- Courses in architectural history ......................................... 9
- Research ................................................................... 6
- Electives ................................................................... 6
- Summer internship ...................................................... 9

**Second Year**

- **27 credits**
- Courses in architecture and architectural history .... 9
- Electives ................................................................... 6
- Terminal project or thesis ............................................ 12

**Admission**

In addition to the basic requirements for admission to graduate study at the university, students must have some background in architecture and architectural history. Students who want to participate in the program through the Western Interstate Commission for Higher Education (WICHE) should inquire at the Graduate School.

Requests for more information and application materials should be addressed to the Committee on Historic Preservation, School of Architecture and Allied Arts, University of Oregon, Eugene OR 97403.

**HISTORIC PRESERVATION COURSES (AAAP)**

- 503 Thesis (1-16R) P/N only
- 601 Research (1-16R) P/N only. National Register Nomination Application, other topics.
- 602 Supervised College Teaching (1-5R)
- 605 Reading and Conference: [Term Subject] (1–16R)
- 606 Special Problems (1-16R) Recent topics include Historic Inventory and Paint Analysis.
- 607 Seminar: [Term Subject] (1–5R)
- 608 Workshop: [Term Subject] (1-16R) Wood Repair and Replacement is a current topic.
- 609 Practicum: [Term Subject] (1–16R)
- 610 Experimental Course: [Term Subject] (1–5R)
- 611 Terminal Project (1-16R)

**Courses in Other Departments**

See descriptions under home departments.

**Architecture**

- Analysis through Recording of Historic Buildings (ARCH 521), Settlement Patterns (ARCH 531), Vernacular Building (ARCH 534), Preservation and Restoration Technology (ARCH 574), Preservation Technology: Masonry (ARCH 575)
- Interior Architecture. Historic Finishes (IARC 576)
- Landscape Architecture. Landscape Research Methods (LA 520), Landscape Preservation (LA 580), Contemporary American Landscape (LA 585)

**Planning, Public Policy and Management**

- Grant Writing (PPPM 522), Forces that Shape the Urban Environment (PPPM 533), Neighborhood and Community Revitalization (PPPM 534)

**Participation in related course work throughout the university is encouraged. Available courses include Urban Geography (GEOG 542), Cultural Resource Management (ANTH 549), Cultural Resources: Policy and Procedures (ANTH 535, offered at Oregon State University), and The American West (HIST 566, 567).**

**INTERIOR ARCHITECTURE**

**210 Lawrence Hall**

**Telephone (503) 346-3656**

Guinilla K. Finrow, Program Director

**Participating Faculty**

Guinilla K. Finrow, architecture
Arthur W. Hawn, architecture
Wayne J. Jewett, architecture
Lyman T. Johnson, architecture
Linda K. Zimmer, architecture

**THE STUDY OF INTERIOR ARCHITECTURE**

**Education.** In addition to providing a professional education in interior design, the Interior Architecture Program promotes inquiry into theory and design related to the interior environment and the development of design skills. Design studios offer opportunities for synthesis and testing of knowledge gained in lecture courses. The Interior Architecture Program exists within the Department of Architecture, which allows students an interdisciplinary context for study. Course work is shared between architecture and interior architecture, particularly in the first two years of study. The program includes course work in interior construction, materials, and systems, and it provides opportunities for furniture design and construction in a woodshop. An internship may be arranged with a participating professional office during the fourth or fifth year of study.

**Preparation.** High school and college students interested in interior architecture should prepare themselves by taking courses in the following subjects:

1. Fine arts such as drawing, sketching, painting, sculpture, fiber arts, two- and three-dimensional design, craftsmanship, and the history of the arts, architecture, and interior architecture
2. Social sciences such as sociology, psychology, individual and group behavior, cultural anthropology, community studies, and human environment
3. Sciences: environmental studies, algebra, and geometry. Trigonometry and college-level physics are required for anyone who is interested in studying structures
4. Humanities: literature and writing courses, because interior architecture students must be able to read, write, and think clearly about abstract concepts

To better understand the professional field, prospective students should visit and discuss opportunities with local interior designers and firms practicing interior architecture.

**Careers.** Most students prepare for entering professional practice with interior architecture and design firms. Other opportunities exist in related areas such as product representation, color consultation, space planning, furniture design, and other activities related to the proximate environment.
Students graduating from the Interior Architecture Program may elect to apply for the national examination administered by the National Council for Interior Design Qualification (NCIDQ). Successful completion of this examination is required for professional membership in the American Society of Interior Designers (ASID) and the Institute of Business Designers (IBID).

Overseas Study
Students in all University of Oregon overseas study programs enroll in courses with prefixes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the Special Studies section of this bulletin. See also the Danish International Studies and Studio Abroad Programs listed in the Architecture section of this bulletin.

Summer Architecture Academy. See description in the Architecture section of this bulletin.

Curriculum for the Study of Interior Architecture
Students must meet the curriculum requirements published in the general bulletin and the department's Advising Handbook the year of their admission to the program. Students needing more specific information should see an adviser.

Residence Requirements. For transfer students to receive the B.LArch. or M.LArch. degree, the following minimum course work must be taken in residence:
1. Design area: 24 credits, including Interior Design Terminal Project (IARC 488/588, 489/589)
2. Subject area: a minimum of 33 credits from at least six subject areas
3. General electives: 12 upper-division credits selected from courses offered outside the School of Architecture and Allied Arts (B.I.Arch. only)

Leave of Absence. See policy statement in the Architecture section of this bulletin.

Accreditation. The first-professional degree curriculum in interior architecture is accredited by the Foundation for Interior Design Education and Research (FIDER).

UNDERGRADUATE STUDIES

Potential applicants who have a four-year undergraduate degree in any field must apply to the graduate program (see Graduate Studies later in this section).

The undergraduate programs in interior architecture consist of the bachelor of interior architecture (B.I.Arch.) degree program and a minor in interior architecture.

Bachelor of Interior Architecture: 225 credits
A five-year program leads to the B.I.Arch. degree; the first two years are highly structured. Because of the diversity of opportunities in the profession, the program is designed to allow students and their advisers flexibility in establishing study sequences that satisfy individual interests and needs.

In addition to the principal objectives of the professional curriculum listed below, the bachelor's degree program includes requirements for a liberal general education. Beyond the university requirements for interior architecture majors, students must complete upper-division nonmajor course work as part of the general-elective requirement. Candidates for the B.I.Arch. degree must satisfy the following requirements, totaling 225 credits:

University Requirements. 42 credits distributed as follows:
1. Group requirements—36 credits in arts and letters, social science, and science
2. College composition—6 credits
3. Race, ethnic, non-European-American requirement—3 credits (may overlap with group requirements)

Minor Program Requirements. 180 credits (see Professional Curriculum later in this section).

Major Program Requirements. The Department of Architecture offers a minor in interior architecture, subject to the following restrictions:
1. Before taking any course work, a student must notify the Department of Architecture of intent to seek a minor. The minor will be granted on completion of the requirements in effect on the date of the notice of intent.
2. Because the department's first obligation is to its majors, it cannot guarantee availability of courses for minors. Minors may register in required courses if space is available after the needs of majors have been met.
3. Enrollment in the minor program is limited. If the department is unable to accommodate additional students, it may suspend admission to the minor program until space becomes available.
4. Courses required for minors are open to other university students with instructor's consent.
5. A mid-C or better must be earned in graded courses or a P in pass/no pass courses.

Minor Requirements 30 credits
Special Studies: Introduction to Architecture (ARCH 199) .......................... 3
Design Technology (ARCH 305) ....................................................... 3
Design Process (ARCH 306) .......................................................... 3
Design Arts (ARCH 307) ................................................................. 3
Survey of Interior Architecture (IARC 204) .......................... 3
Materials of Interior Design III (IARC 471, 472) .6
Three of the following four courses: Color Theory and Application for the Built Environment (IARC 447); History of Interior Architecture I, II, III (ARCH 474, 475, 476) .......................................................... 9

Undergraduate Admission
The admission review focuses on creative capability, academic capability, and potential program contribution through diversity of background, experience, or maturity. Students are expected to submit specific materials supporting each of these attributes. Freshman applicants must have grades and scores that conform to at least four of the following indices:
1. High school grade point average (GPA) — 3.00
2. Test of Standard Written English (TSWE) — 38
3. Verbal Scholastic Aptitude Test (SAT) — 400
4. Mathematical SAT — 400
5. Total SAT — 900

In addition, students whose first language is not English must score at least 550 on the Test of English as a Foreign Language (TOEFL). Transfer applicants must have a minimum college GPA of 2.50 and meet the other criteria listed above for first-year applicants.

The university deadline for undergraduate application to the Interior Architecture Program is January 15 (see Application Deadlines in the Admissions section of this bulletin). The deadline for completion of the departmental application is February 1. All applicants must meet both deadlines. Students receive notices about their applications by April 13.

Prospective students should write to the Admissions, School of Architecture and Allied Arts, University of Oregon, Eugene OR 97403.

New students are admitted into the program only in the fall term, and an accelerated program is not usually possible. More information about enrollment policies and application deadlines is available in the architecture department office.

GRADUATE STUDIES

There are three programs of graduate study in interior architecture: Options I, II, and III. In these programs, students must take 45 graduate credits, of which 30 must be in interior architecture and 9 must be at the 600 level. There is no minimum requirement for graded credits. Additional requirements for each program are listed below.

Option I leads to the master of interior architecture (M.I.Arch.) as a postprofessional degree. Applicants must have a five-year professional degree in interior architecture or interior design. Students in this program produce a thesis or terminal project. The program is typically completed in six terms.

Options II and III lead to the M.I.Arch. as a first professional degree. The Option II program, which is typically completed in six terms, is for applicants who have a four-year degree in interior design or architecture or a related design discipline. Applicants with a professional degree in architecture should apply to the Option II program. The Option III program is usually completed in ten terms, and applicants must have a B.S. or B.A. degree at entrance. Approximately thirty-five new students for architecture and interior architecture combined are admitted each year to the Option III program.

PROFESSIONAL DEGREE PROGRAM REQUIREMENTS

Option III students must complete 60 credits of interior design studio and 87 credits of professional subject-area courses described under Professional Curriculum later in this section. In addition, Option III students must complete 6 credits in Seminar (IARC or ARCH 507 or 607). A minimum of ten terms in residence is required for this option.

Option II students must fulfill the professional curriculum requirements of the Option III program but are admitted with advanced standing. For Option II the minimum residency require-
ment is six terms. Transfer credit may be given to students who have had academic experience in a FIDER-accredited interior architecture program. The extent of this advanced standing is determined in consultation with the student's academic adviser before beginning the course of studies. Transferability of prior course work is provisional pending satisfactory completion of three terms in residence. For more information, refer to the Study of Interior Architecture earlier in this section.

In addition, Option II students must complete the following requirements:
1. 6 credits in Research (IARC 601), which may include independent technical study or instructor-directed research
2. 9 credits in Seminar (IARC or ARCH 507 or 607)
3. 36 credits in interior-design studio including 12 credits in Interior-Design Terminal Project (IARC 588, 589)
4. 7 credits in Thesis Preparation and Programming (IARC 545), Thesis Programming and Research (IARC 548), and Documentation of Thesis Research, Programming, and Design (IARC 549)
5. Residence requirements in the design and subject areas as listed above

POSTPROFESSIONAL DEGREE PROGRAM: M.I.ARCH.

The Option I program provides an opportunity for advanced study and contribution to knowledge in the field through the M.I.Arch. thesis. Option I students must complete a minimum of four terms in residence. Students in this program are expected to develop an individual research topic within one of the following areas of faculty expertise:
1. Interior-design education
2. Interior design and the proximate environment
3. Historic precedents, interior environments, and furniture (including courses in historic preservation)
4. History and theory of interior architecture
5. Furniture design and technology
6. Daylighting, electric lighting, and color

The Option I thesis draws on individual research of the student's thesis committee. Students in the Option I program are required to complete 9 credits in Research (IARC 601), which may include independent technical study or instructor-directed research.

Graduate Admission

Admission to the graduate program is through a selective review that focuses on three attributes: creative capability; academic capability; and potential contribution to the program through diversity of background, experience, or demonstrated motivation. All applicants are required to submit GRE scores and if their first language is not English, they must also submit TOEFL scores of at least 550. Prospective applicants may request a description of the graduate interior-architecture program and an application packet by writing to the Graduate Secretary, Department of Architecture, 210 Lawrence Hall, University of Oregon, Eugene OR 97403. The packet describes all application requirements. Applications must be postmarked by February 1 prior to the fall term of anticipated enrollment. Notifications of results are mailed by April 15. All graduate students are required to begin their work on the thesis in the fall term. The Department of Architecture does not permit late admissions. A number of graduate teaching fellowships (GTFs) are available to well-qualified graduate students. Applicants with previous interior architectural or design education (Option I or II) may want to request GTF application forms with their packets.

Unless a leave of absence has been approved, students enrolled in a graduate program must attend the university continuously (except summers) until all program requirements have been completed. For departmental policy regarding leave of absence, see the policy statement in the Architecture section of this bulletin.

PROFESSIONAL CURRICULUM

The professional curriculum in interior architecture is composed of three elements: interior architectural design, interior-architecture subject-area coursework, and general electives.

Interior Design: 66 credits

The interior-design studio and its activities are at the center of interior-design education. Other course work is aimed at supporting the design-studio experience. The first studios emphasize the mastery of design tools through development of design skills and content. Later studios emphasize mastery of project content including experience in furniture design and building and development of construction drawings. In the last two studios, complete integration of skill and content is emphasized through a student-selected terminal design project. This covers design phases from project preparation and programming through design at many scales including details, electric lighting, and interior materials.

Up to 6 credits of intermediate architecture or landscape-architecture design studio may be used to satisfy the 66-credit design requirement.

Introductory Design Studios

Introductory Architectural Design (ARCH 181, 182), a two-term studio for undergraduate majors
Graduate Architectural Design: Option III (ARCH 681, 682), a two-term studio for Option III graduate students
Intermediate Interior-Design Studios

Interior Design (IARC 484/584), six terms, 36 credits. 30 credits required for Option III graduate students
Custom Cabinet and Furniture Design (IARC 486/586 or 487/587), 6 credits

Advanced Interior-Design Studios

Interior-Design Terminal Project (IARC 488/588, 489/589), 12 credits

Subject Areas: 87 credits

The subject areas increase knowledge and skill development in interior architecture. Twelve subject areas or categories central to the profession have been identified to assist students' understanding of the structure of the interior-design field. A core curriculum required of all majors includes 21 credits in introductory courses and 55 credits in upper-division and graduate-level courses from nine of the subject areas. Courses from two other areas are recommended as part of a minimum of 11 elective credits to be taken from any of the subject areas.


Professional Practice: 3 credits in Context of the Interior Architecture Profession (IARC 417/517)

Other Courses: Practicum (IARC 409 or 609), Project Management (ARCH 416/516), Building Design Regulation (ARCH 418/518)

Media and Methods: 3 credits in Media for Design Development (ARCH 423/523)


Contextual Issues: Settlement Patterns (ARCH 431/531), Settlement Patterns: Japanese Vernacular, I I (ARCH 432/532), Vernacular Building (ARCH 434/534), Architectural Form and Urban Quality (ARCH 439/539), landscape architecture courses


Other Courses: Social and Behavioral Factors in Design (ARCH 443/543), Housing in Society (ARCH 445/545), Architectural Programming (ARCH 449/549)

Color: 3 credits from Color Theory (ART 350), Color Theory and Application for the Built Environment (IARC 447/547), Light and Color in the Environment (ARCH 447/547)

Spatial Ordering: 3 credits from Spatial Composition and Dynamics (ARCH 456/556), Types and Typology (ARCH 458/558)

Construction and Materials: 10 credits in Materials of Interior Design I, II (IARC 471/571, 472/572), Working Drawings in Interior Architecture (IARC 473/573)

Other Courses: Introduction to Structural Theory (ARCH 461/561), Basic Wood and Steel Systems (ARCH 462/562), Basic Reinforced Concrete Systems (ARCH 463/563), Materials and Processes of Construction I, II (ARCH 471/571, 472/572), Preservation and Restoration Technology (ARCH 474/574).
Preservation Technology: Masonry (ARCH 475/575), Historic Finishes (IARC 476/576)

Furniture: 5 credits in Furniture and Accessories (IARC 444/544), Working Drawings for Furniture (IARC 475/575)

Lighting and Environmental Control Systems: 3 credits from Environmental Control Systems I,II (ARCH 491/591, 492/592), Electric Lighting (IARC 492/592), Daylighting (ARCH 495/595)

Theory Seminars: interior architecture and architecture special-topic seminars

History of Art and Architecture: 18 credits including History of Interior Architecture I,II,III (ARCH 474/574, 475/575, 476/576), three additional courses in history of art or architecture

Special Courses: open-ended courses numbered 401-410, 507, 508, 510, and 601-607 may be developed and approved for credit in subject or elective areas. Majors may take any graded course in the architecture department either for a letter grade or pass/no pass (P/N). The maximum allowable number of P/N credits is set by university regulations.

General Electives: 27 credits

Students are encouraged to select general-subject courses in addition to those taken to fulfill university group requirements. To ensure the continuation of liberal studies beyond the introductory level, B.Arch. candidates must complete 12 credits in upper-division general electives in academic subjects outside the School of Architecture and Allied Arts.

INTERIOR ARCHITECTURE COURSES (IARC)

ARCH 101 Design Skills (3) See Architecture.

ARCH 102 Design Content (3) See Architecture.

ARCH 181,182 Introductory Architectural Design (6,6S) P/N only. See Architecture.

199 Special Studies: [Term Subject] (1–3R)

200 Innovative Education: [Term Subject] (1–3R)

201 Introduction to the Profession (3) P/N only. Course work, field trips, and lectures provide an introduction and background to the profession of interior architecture and design and to the academic program. Majors only.

204 Survey of Interior Architecture (3) Introduction to the theory of interior architecture. Design criteria explored through illustrated lectures and projects involving analysis of space. Open to nonmajors.

288 Creative Problems in Interior Architecture (6) P/N only. The planning processes by which interior spaces and forms are studied and executed. Prereq: ARCH 182.

ARCH 305 Design Technology (3) See Architecture.

ARCH 306 Design Process (3) See Architecture.

ARCH 307 Design Arts (3) See Architecture.

400 Innovative Education: [Term Subject] (1–3R)

401 Research (1–6R)

405 Reading and Conference: [Term Subject] (1–6R)

406 Special Problems (1–6R)

407/507 Seminar: [Term Subject] (1–6R) See recent topics under Architecture.

408/508 Workshop: [Term Subject] (1–6R)

409 Practicum: [Term Subject] (1–6R) P/N only

410/510 Experimental Course: [Term Subject] (1–6R)

ARCH 411/511 Research Methods (3) See Architecture.

ARCH 416/516 Design Process (3) See Architecture.

ARCH 418/518 Building Design Regulation (3) See Architecture.

ARCH 421/521 Analysis through Recording of Historic Buildings (3) See Architecture.

422/522 Computer Methods in Interior Architecture (3) Introduction to applications in computer-aided design of interior space, especially related to design and presentation. Prereq: ARCH 306.

ARCH 424/524 Advanced Design-Development Media (3) See Architecture.

ARCH 425/525 Design Synthesis (3) See Architecture.

ARCH 426/526 Descriptive Geometry and Perspective (3) See Architecture.

ARCH 431/531 Settlement Patterns (3) See Architecture.

ARCH 432/532, 433/533 Settlement Patterns: Japanese Vernacular I,II (3,3) See Architecture.

ARCH 434/534 Vernacular Building (3) See Architecture.

ARCH 439/539 Architectural Form and Urban Quality (3) See Architecture.

ARCH 443/543 Social and Behavioral Factors in Design (3) See Architecture.

ARCH 444/544 Furniture and Accessories (3) Analysis of furniture and cabinetry. Emphasis on design, development, methods of manufacture and distribution; furniture construction and techniques of shop drawing. Introduction to basic wood construction procedure. Open to nonmajors with instructor's consent.


ARCH 445/545 Housing in Society (3) See Architecture.

447/547 Color Theory and Application for the Built Environment (3) Use of color in the built environment including principal color systems, methods of color harmony, effects of visual phenomena, and various psychological, cultural, and historic implications. Undergraduate prereq: ARCH 182; graduate prereq: ARCH 682 or instructor's consent.

ARCH 447/547 Light and Color in the Environment (3) See Architecture.

448/548 Thesis Programming and Research (2) P/N only. Detailed programming and research for individual design thesis project. Includes documentation of programming, research, and design issues. Coreq: IARC 488/588.

449/549 Documentation of Thesis Research, Programming, and Design (2) P/N only. Written documentation of individual design thesis project. Includes documentation of design issues, research, case studies, and programming as well as graphic presentation. Coreq: IARC 489/589.

ARCH 449/549 Architectural Programming (3) See Architecture.

ARCH 456/556 Spatial Composition and Dynamics (3) See Architecture.

ARCH 458/558 Types and Typology (3) See Architecture.

ARCH 461/561 Introduction to Structural Theory (4) See Architecture.

ARCH 462/562 Basic Wood and Steel Systems (4) See Architecture.

ARCH 463/563 Basic Reinforced Concrete Systems (4) See Architecture.

471/571, 472/572 Materials of Interior Design I,II (3,3) The properties, manufacture, and application of materials used in construction and interior design; field trips to supply sources. Open to nonmajors with instructor's consent. Graduate prereq: ARCH 305.

ARCH 471/571, 472/572 Materials and Processes of Construction I,II (3,3) See Architecture.

473/573 Working Drawings in Interior Architecture (4) P/N only. Preparation of working drawings for project designed in interior architecture studio. Majors only.

ARCH 474/574 Preservation and Restoration Technology (3) See Architecture.

475/575 Working Drawings for Furniture (2) P/N only. Development of full-scale working drawings and as-built drawings of furniture projects from furniture studio course. Coreq: IARC 486/586 or 487/587.

ARCH 475/575 Preservation Technology: Masonry (3) See Architecture.

476/576 Historic Finishes (3) Historic paint and varnish finishes and methods of replicating them for application to restoration, rehabilitation, or new-construction projects.

ARCH 480/580 Supervised Design Teaching (1–3R) See Architecture.

484/584 Interior Design (6R) P/N only. A series of creative problems in interior design; intensive analysis of design; methods of problem solution; individual criticism, review of
LANDSCAPE ARCHITECTURE

230 Lawrence Hall
Telephone (503) 346-3634
Robert Z. Melnick, Department Head

FACULTY


Emeriti

George S. Jette, professor emeritus (recreational planning and design). B.L.A., 1940, Oregon. (1941)

Wallace M. Ruff, professor emeritus (research, experimentation, introduction of plants). B.S., 1934, Florida; M.S., 1950, California, Berkeley. (1952)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Landscape architecture is an environmental profession and discipline of broad scope concerned with the design, planning, and management of landscapes. Landscape architecture is founded on an awareness of our deep connections to the natural world and the recognition that we are part of the web of life. A healthy society rests on a commitment to landscape design that respects the land, its processes, its integrity, and that helps fulfill human potential.

Both a science and an art, landscape architecture is based on a scientific knowledge of natural processes coupled with an awareness of historical, cultural, and social dynamics. These are applied to making richly supportive places beautiful in their response to human needs and ecological context.

The Department of Landscape Architecture is built on the 19th-century legacy that landscape architecture is both a design and a social profession with responsibilities to ourselves, society, the past, and the future. The program combines professional understanding and skills with a liberal-arts education.

As a profession, landscape architecture includes ecologically based planning activities and the analysis of environmental impacts as well as the detailed development of land and sites. As an academic discipline, it provides an opportunity for personal development through environmental problem solving and project-oriented study.

UNDERGRADUATE STUDIES

The curriculum in landscape architecture leads to the degree of bachelor of landscape architecture (B.L.A.). The five-year program combines general preparation in the arts and sciences with a focus on environmental-design studies. The goal is to produce a visually literate and environmentally responsible citizen capable of playing a central professional role in the evolving landscape.

In recognition of the integrated and comprehensive nature of environmental planning and design, opportunities are provided for collaboration in planning and design problems with students in architecture, urban planning, and other disciplines.

Curriculum Options

The curriculum represents a well-defined path toward the degree. Electives are expected to vary according to the interests, goals, and previous experience of individual students and are chosen with the help of faculty advisors. Departmental electives reflect the need to provide a wide range of environmental subject material and to introduce the rapidly expanding spectrum of career areas within the profession. Program objectives provide a solid base of essential skills, tools, and knowledge in landscape design as well as the flexibility that allows each student to emphasize such topics as ecological and resource analysis, land conservation and development, urban development of waterways and agricultural lands, private-agency professional practice, public-agency professional practice, environmental impact assessment, landscape preservation, and environmental research.

The undergraduate program provides a balanced exposure to the many facets of landscape architecture with the expectation that specialization will occur at the graduate level and in professional internship programs.

Curriculum Structure

The undergraduate curriculum consists of the following interrelated areas:

Planning and Design. A series of studio courses focus on the development and communication of solutions to site and other environmental problems, especially through specific physical-design proposals. This area is also
concerned with the physical-spatial implications of planning and management policies and programs. Tutorial studio work is the integrative heart of the curriculum.

Subjects. Five subject areas are essential foundations to integrative work in the planning and design program: landscape architectural technology; plant materials; landscape analysis and planning; history, literature, and theory of landscape architecture; and media and communication. Course work in these areas is provided in a required-and-elective format that encourages the student to structure an individualized educational program with the help of an adviser.

Electives. This area, which includes general university requirements, provides for wide personal choice in selecting course work in arts and letters, social science, and science.

Preparation

Students planning to major in landscape architecture should prepare by beginning studies in the following areas:

Environmental Awareness. Courses in ecology, biology, botany, geology, and geography help begin the long process of understanding the complex interrelationships and interdependencies of humankind and the environment.

Human Behavior. Courses in psychology, sociology, history, government, and related subjects help explain human needs, values, attitudes, and activities and are useful in preparing for the design of physical places.

Problem Solving. Courses in philosophy, mathematics, and the sciences aid in the development of analytical skills.

Visual Language Skills. Courses in drawing, painting, photography, film, design, art history, and related subjects help develop perceptual skills and the ability to explore and communicate ideas graphically.

Students planning to transfer into the department should follow the above guides during their first year of study. They may expect to transfer without loss of time or credit into the second year of the B.L.A. program.

Students interested in the undergraduate program should apply to the university by February 1 and to the department by March 1. Freshman candidates who fulfill university entrance requirements are automatically admitted to the department. All other students must apply directly to the department. Applications should contain:

1. A letter of intent describing pertinent background information, interests, goals, and aspirations
2. A portfolio of creative work
3. Three letters of recommendation from people able to provide an assessment of the applicant's strengths and potential contributions.

Please inquire at either the Department of Landscape Architecture or the university's Office of Admissions for more information.

Professional Curriculum

Requirements for the B.L.A. degree total 220 credits, distributed as follows:

Planning and Design. 85 credits, 13 studios

First Year. Two studios, one course: Design Skills (ARCH 101), Introductory Architectural Design (ARCH 181, 182)

Second Year. Two studios: Landscape Architectural Design (LA 289)

Third Year. Three studios: Landscape Architectural Design (LA 389)

Fourth Year. Three studios: Site Planning and Design (LA 489), one elective studio

Fifth Year. Three studios: Land Planning and Design (LA 494), Comprehensive Project (LA 499), one elective studio

Transfer students typically enter the program in the second year.

Possible elective studios include Intermediate Architectural Design (ARCH 282) or Architectural Design (ARCH 484), Landscape Architectural Designs, Landscape Architecture (LA 389) or Site Planning and Design (LA 489), Workshop: Design (LA 408, summer only) Practicum (LA 409)

Subject Courses. 67 credits distributed as follows:

Landscape Architectural Technology: 19 credits
Landscapes Technologies III (LA 362, 366), Landscape Technologies IV (LA 459, 460), Professional Practice of Landscape Architecture (LA 462)

Optional: Workshop: Irrigation (LA 408), Introduction to Structural Theory (ARCH 461), Structure Systems II (ARCH 467, 468)

Plants in the Landscape: 12 credits
Plants: Fall, Winter, Spring (LA 326, 327, 328)
Optional: Urban Farm (LA 390), Planting Design Theory (LA 433), The Garden (LA 432), Systematic Botany (BI 442)

Landscape Analysis and Planning: 9 credits
Site Analysis (LA 361), Introduction to Landscape Planning Analysis (LA 440), at least one of the following: Landscape Planning I (LA 411, 412), Computers in Landscape Architecture (LA 415)

Optional: Introduction to Planning and Public Policy (PPPM 301); Air Photo Interpretation and Remote Sensing (GEOG 312); Environmental Planning (PPPM 426); Natural Resource Policy (PPPM 443); Hydrology and Water Resources (GEOG 425), Environmental Alteration (GEOG 461), Experimental Courses: Introduction to Geographic Information Systems, Visual Resource Assessment Methodologies (LA 410)

History and Theory of Landscape Architecture: 17 credits
Introduction to Landscape Architecture (LA 225), Understanding Landscapes (LA 260), History of Landscape Architecture III (ARCH 477, 478, 479), Comprehensive Project Preparation (LA 490), at least one of the following: Land and Landscape (LA 443), Landscape Preservation (LA 480), National Parks (LA 482), Landscape Perception (LA 484), Contemporary American Landscape (LA 485), North American Landscapes (LA 487)

Landscape Architectural Media: 10 credits
Landscape Media (LA 350), 7 credits from the following: Workshop: Drawing (LA 408), Media for Design Development (ARCH 423), Advanced Design Development Media (ARCH 424), Advanced Landscape Media (LA 450), approved fine-and-applied-arts studio courses

Other. 70 additional credits, a combination of electives and university requirements

GRADUATE STUDIES

The two-year graduate program leading to the master of landscape architecture (M.L.A.) degree is intended for students prepared to do original work in the field. This preparation may be acquired either by entering the M.L.A. program with a professionally accredited bachelor's degree in landscape architecture or, if the student has another bachelor's degree, by simultaneously pursuing both a second bachelor's degree (the B.L.A.) and the M.L.A. at the University of Oregon. Students entering with a degree in an environmental design field other than landscape architecture take one or two years of supplemental course work to earn the B.L.A., depending on the subjects covered in their first bachelor's degree. Those entering with degrees in other fields can earn the B.L.A. after three years of study beyond the first bachelor's degree.

One additional year of course work is typically required for the M.L.A., which can be received at that time or as soon thereafter as the master's project is satisfactorily completed. Students with professional landscape architecture degrees who pursue only the M.L.A. are typically in residence for two years to satisfy all course-work requirements.

Students admitted to the M.L.A. program who are pursuing the B.L.A. as a second bachelor's degree are considered graduate students. With four exceptions, requirements are the same as those described above for the undergraduate B.L.A.:

1. There is no elective-credit requirement
2. Graduate students begin the program with the 300-level courses; they are not required to take any courses at the 100 or 200 level
3. In place of most of the listed 400-level courses, graduate students complete their 500-level counterparts, e.g., LA 459 instead of LA 440
4. Students consult their advisers for appropriate courses to substitute for LA 440, 462, 490, and 499, which have no 500-level counterparts

To be eligible to continue toward the M.L.A., students must succeed in their B.L.A. course work well enough to show promise for original work at the master's level.

A central aspect of the M.L.A. program is the student's concentration on studies and original work in one of three areas of landscape architecture: landscape design, landscape history, and landscape planning. These areas are broad enough to include many particular research problems for master's projects and professional practice. While these areas of concentration are naturally related, each involves a different set of skills and understanding developed through departmental courses and focused elective course work outside the department. The three areas of concentration are those in which faculty members, due to their academic training and professional research experi-
ence, are best equipped for collaboration with graduate students.

Landscape Design. The transformation and enhancement of outdoor environments to more beautiful, expressive, and supportive places involves developing creative artistry, applying an understanding of places and their evolutionary possibilities, and thinking clearly with sensitivity to peoples’ needs and values. This concentration is intensive in design criticism and in theories of design process, ideas, and content.

Landscape History. This emerging critical dimension of landscape architecture seeks to understand every landscape as a unique place in time and content. It combines an understanding of how landscapes have evolved as cultural and vernacular environments in many regions as well as how they have evolved as deliberate expressions of social norms and cultural aesthetics through history and among cultures. These understandings are applied to theories of design and planning as well as to the preservation of culturally rich landscapes.

Landscape Planning. Analyzing large landscapes and directing their future management and land use patterns toward social and environmental ends requires an understanding of land tenure, use traditions, and institutions and knowledge of the science and values inherent in the natural resources and human activities of regions. For this analysis, computer geographic information systems are used to synthesize information and generate landscape plans. Examples include river management, wetlands preservation, urban growth management, scenic resource management, public forest plans, and regional ecological enhancement.

The M.L.A. program is intended to prepare the student for advanced understanding, competence, and responsibility in promoting harmonious human-landscape relationships through private or public practice or teaching at the university level. Many graduate students in all three areas of concentration have the opportunity to learn and practice teaching skills as paid teaching assistants and graduate teaching fellows in the department, and some have faculty positions throughout the world. The program seeks to take advantage of regional and university resources through landscape projects, internships, and visiting professionals while providing a beneficial base of support and ideas within the department. The department recognizes the importance of building a community for graduate education characterized by serious and rigorous inquiry, self-direction, and opportunities to work closely with teachers and peers in an active design and planning enterprise.

Curriculum

The M.L.A. degree requires 48 credits in four areas: planning and design courses, subject courses, the area of concentration, and completion of the master’s project.

Planning and Design. 13 credits

Landscape Planning and Design (LA 594), Special Problems (LA 606), Master’s Studio (LA 698)

Subjects, 9 credits

Seminar (LA 507 or 607), Landscape Research Methods (LA 520); at least one of the following courses: Land and Landscape (LA 543), Landscape Perception (LA 584), Contemporary American Landscape (LA 585), North American Landscapes (LA 587), Advanced Landscape Design Theory (LA 693)

Area of Concentration. 18 credits in one area. Courses used to satisfy any of the above requirements may not be used again to satisfy this requirement.

Landscape Design Theory. Land and Landscape (LA 543), Landscape Perception (LA 584), Advanced Landscape Design Theory (LA 693); two additional department-approved courses at the University of Oregon

Landscape History. Landscape Preservation (LA 580) or National Parks (LA 582), Contemporary American Landscape (LA 585), North American Landscapes (LA 587); two additional department-approved courses at the University of Oregon

Landscape Planning. Landscape Planning I,II (LA 511, 512), Computers in Landscape Architecture (LA 515); two additional department-approved courses at the University of Oregon

Master’s Project. 8 credits

Master’s Project Development (LA 695), Master’s Project (LA 699)

Before enrolling in LA 699 the student must develop and obtain department approval for a project proposal and a committee of three or more members, including at least two from the landscape architecture faculty.

Near the completion of the master’s project, the student must present the results of the project to faculty members and students and gain final approval of the project’s documentation from the faculty committee.

Graduate Admission

Applications to the graduate program should contain the following:
1. A completed application form and fee
2. Three letters of recommendation from people able to provide an assessment of the applicant’s strengths and potential contributions
3. A personal statement describing pertinent background information, interests, goals, and aspirations
4. A portfolio of creative work

The deadline is February 1. Applications from all disciplines are welcome.

General university regulations governing graduate admission are in the Graduate School section of this bulletin.

LANDSCAPE ARCHITECTURE COURSES (LA)

199 Special Studies: [Term Subject] (1–3R)
200 Innovative Education: [Term Subject] (1–3R)
225 Introduction to Landscape Architecture (2) Lectures and multimedia presentations provide introduction and background for the profession. Members of related professions demonstrate the wide scope of the field and its interdisciplinary relationships. Open to non-majors.
230 Introduction to Landscape Field Studies (3) Analysis, classification, and appraisal of landforms, land traditions, and land use of an area in a particular cultural context. Processes currently shaping the various landscapes of the southern Willamette Valley.
260 Understanding Landscapes (3) Perception, description, and explanation of landscapes as environmental sets, as biophysical processes, and as cultural values. Open to non-majors. Lovinger.
289 Landscape Architectural Design (6R) Study of places, their use, and how they evolve. Fundamentals of environmental awareness, small-scale site planning, and principles of ecology; abstract design and elementary graphic techniques.
326 Plants: Fall (4S) Characteristics, identification, and design uses of deciduous trees, shrubs, vines, and ground covers. Emphasis on identification and appropriate use in landscape design. S with LA 327, 328. Bettman.
327 Plants: Winter (4S) Characteristics, identification, and design uses of ornamental conifers and broad-leaved evergreen trees, shrubs, and ground covers. S with LA 326, 328. Bettman.
328 Plants: Spring (4S) Characteristics, identification, and design uses of flowering trees, shrubs, vines, and ground covers; emphasis on synthesis of fall, winter, and spring. S with LA 326, 327, 328. Bettman.
350 Landscape Media (3R) Development of freehand drawing and visualization skills; exercises on line, tone, texture, and color for plan, section, and perspective drawings. Donaldson.
361 Site Analysis (3) Develops knowledge and understanding of place; use of analytical tools and strategies for extending perception and understanding of land and proposals for its modification. Ribe.
362 Landscape Technologies I (3S) Techniques for measuring and recording sites; methods for modification of sites; grading for earth movement, drainage; site systems. Cameron.
366 Landscape Technologies II (3S) Consideration of materials and processes of landscape construction; communication of design intent through documentation, including sources and costs. Gurling.
389 Landscape Architectural Design (6R) Elementary problems in landscape architecture; design as process, analysis of site and behavioral patterns, and the development and communication of design proposals.
390 Urban Farm (2–4R) Experimentation with food production in the city, rebuilding urban soils; farm animal-plant relationships; nutrient cycles. Cooperative food production and distribution; use of appropriate technologies. Bettman.
400 Innovative Education: [Term Subject] (1–3R)
401 Research (1–21R)
405 Reading and Conference: [Term Subject] (1–21R)
406 Special Problems (1–21R)
407/507 Seminar: [Term Subject] (1–5R)
408/508 Workshop: [Term Subject] (1–21R) Concentrated programs of study combining instruction on special topics. Regu-
lar offerings include Drawing, Irrigation, and Surveying.

409 Practicum: [Term Subject] (1–21R) Supervised field laboratory work; clinical or internship educational experience. Planned programs of activities and study with assured provisions for adequate supervision. Bettman.

410/510 Experimental Course: [Term Subject] (1–5R)

411/511 Landscape Planning I (3) History, methods, and institutions of regional land use planning and analysis in predominantly private landscapes as they influence and constrain landscape architecture and environmental planning. Ribie.

412/512 Landscape Planning II (3) History, concepts, and methods of landscape planning for visual quality, recreation, wildlife, and resource allocation on federal public lands; includes economic, political, and institutional factors. Ribie.

415/515 Computers in Landscape Architecture (3R) The development, application, and evaluation of computer processing systems for land use and site-planning issues; encoding of data, cell storage, and analysis systems. Hulse.

420/520 Landscape Research Methods (3) Contemporary research issues and strategies. Theories, approaches, and techniques applicable to topics and problems in landscape architecture. Melnick.

431/531 Planting Design Theory (3) Approaches to planting design; experiential and symbolic relationships of landscape space; order of landscape as a cultural expression of time; order of the garden as an explicit art form. Coreq: LA 489/589. Lovinger.

432/532 The Garden (3) Case studies of existing private and public gardens of the West. Field trips, measured drawings, landscape restoration of historic gardens and townscapes. Lovinger.


443/543 Land and Landscape (3R) Fundamental concepts in landscape planning and design: land, landscape, place, environment, experience, carrying capacity, property, form, scenery, and time. Diethelm.

450/550 Advanced Landscape Media (3R) The role of media in design inquiry; development of hard-line drawing skills, diagramming, and principles of graphic design. Donaldson, Lovinger.

459/559 Landscape Technologies III (4S) Complex problems in site modification and development; road siting and layout; irrigation and lighting systems. Integrated with LA 489/589. Cameron.

460/560 Landscape Technologies IV (4S) Special problems and strategies in the construction of structural additions to sites; construction documents; neighborhood construction. Integrated with LA 489/589. Cameron.

462 Professional Practice of Landscape Architecture (2) Introduction to the different forms of private and public practice of landscape architecture, legal and ethical responsibilities, office and project management, licensing, and professional organizations. Prereq: LA 361, 362. Girling.


480/580 Landscape Preservation (3) Tools and techniques currently used in the preservation of historic, cultural, and vernacular landscapes. Includes history of landscape preservation, significant legislation, and case studies. Melnick.

482/582 National Parks (3) History and development of United States National Parks. Exploration of critical issues facing the parks and the landscape planner's role in resource protection and recreation management. Melnick.

484/584 Landscape Perception (3) Development of the human-environment relationship as it relates to landscape perception, landscape archetypes, and the development of a theoretical base for contemporary landscape design. Helphand. Offered alternate years; not offered 1992–93.


487/587 North American Landscapes (3) Survey of the evolution of everyday rural and urban landscapes of the United States and Canada. Explores how these are organized into ordered livable environments. Donaldson.

489/589 Site Planning and Design (6R) Advanced problems in landscape architecture; cultural determinants of site planning and design; design development and natural systems and processes as indicators of carrying capacity. Integrated with LA 459/559, 460/560.

490 Comprehensive Project Preparation (3) Finding, describing, programming, and probing environmental opportunities and problems. Diethelm.

494/594 Land Planning and Design (6) Problems in landscape architecture of increased cultural complexity. Land use planning, computer-aided ecological analysis of land, environmental impact, urban and new community design. Prereq: LA 489/589 and fifth-year standing.


601 Research (1–16R) P/N only

602 Supervised College Teaching (2–5R)

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R)

607 Seminar: [Term Subject] (1–5R) Recent topics include Ecology in Landscape Design, Landscape Criticism, Readings in Modern Landscape History, and Visual Landscape Management.

608 Workshop: [Term Subject] (1–16R) Intensive study combining practical projects with instruction on special topics related to landscape problems.

609 Practicum: [Term Subject] (1–16R) Supervised field laboratory work; clinical or internship educational experience. Planned programs of activities and study with assured provisions for adequate supervision. Bettman.

610 Experimental Course: [Term Subject] (1–5R)

693 Advanced Landscape Design Theory (3) Examines critical theories and evolving ideas in landscape design; studies the cultural and biophysical forces that generate patterns of landscape structure, form, and meaning. Prereq: ARH 478/578 or equivalent.

695 Master's Project Development (3) Preparation and presentation of the student's terminal research and design project proposal and plan for completion of the master's degree in landscape architecture. Prereq: LA 420/520.

698 Master's Studio (6R) Development and solution of advanced landscape design and planning problems involving innovation and strong theoretical resolution.

699 Master's Project (2–10R) Student-directed and self-executed performance and communication of original research or project work to demonstrate advanced mastery of landscape architecture.
PLANNING, PUBLIC POLICY AND MANAGEMENT

119 Hendricks Hall
Telephone (503) 346-3635
Michael Hibbard, Department Head

FACULTY

Judith H. Hibbard, associate professor (social epidemiology, health policy, women’s health). B.S., 1974, California State, Northridge; M.P.H., 1975, California, Los Angeles; Dr.P.H., 1982, California, Berkeley. (1982)
David C. Povey, professor (regional planning, politics and planning, community research); director, urban and regional planning program. B.S., 1963, Lewis and Clark; M.U.P., 1969, Ph.D., 1972, Cornell. (1973)

Adjunct and Courtesy


Emeritus
Orval Eter, associate professor emeritus (public law, metropolitan government). B.S., 1937, J.D., 1939, Oregon. (1939)
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating
David M. Barber, library
Robert G. Ribe, landscape architecture

UNDERGRADUATE STUDIES

Planning, public policy and management is the study of the processes and organizations—both formal and informal—through which the public’s interest is managed. The economic, social, political, financial, legal, and environmental characteristics of communities and systems of governance are examined in order to understand how the latter can be influenced to attain effectively the public’s collective goals.

The curriculum in the Department of Planning, Public Policy, and Management (PPP) focuses on how government and other public institutions adapt to and manage change to meet societal needs.

Preparation. High school students planning for a program in PPPM should work to develop communication skills, conceptual skills, and community experience. Communication skills can best be developed through courses in speech, English, and foreign languages. Debate and related public-speaking experience are fine ways to develop and improve communication skills.

Conceptual skills can best be developed through courses that require the student to think independently and analytically. For example, high school students should complete at least three years of mathematics.

Community and school leadership experiences are excellent preparation for students considering enrolling in PPPM. Volunteer work, paid after-school jobs, and travel are all ways of acquiring community-based experience.

Careers. The bachelor of arts (B.A.) or bachelor of science (B.S.) in planning, public policy and management provides students with a broad liberal arts background as well as a sound basis for graduate study in fields such as urban planning, public policy and management, business, law, journalism, and social welfare. In addition, graduates are prepared for entry-level positions in public, nonprofit, and private firms that address community planning, policy, and management.

Admission Requirements

The major in PPPM is offered to upper-division students. Students may apply in the term they achieve upper-division standing; they must apply and be accepted by the department before they have completed 50 percent of the course work for the major. Preference in admission is given to applicants who (a) have a grade point average (GPA) of 3.00 or better, (b) have some experience—paid or volunteer—in public service, and (c) have completed the university’s basic course and group requirements.

In completing the university group requirements, the following courses (or their equivalents, in the case of transfer students) are recommended:

Social Science. United States Politics (PS 201), Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202), State and Local Government (PS 203), The Community (SOC 304).


Sample Program

The two-year sample program shown below is typical for PPPM premajors as preparation for admission to the PPPM program in the junior year.

Freshman Year, Full Term 15-16 credits
College Composition I (WR 121) ....................... 3
Fundamentals of Speech Communication (RHCM 121) ....................... 3
United States Politics (PS 201) ....................... 3
Introduction to Sociology (SOC 204) ....................... 3
Science group requirement ............................... 3-4

Winter Term 15-16 credits
Fundamentals of Small-Group Communication (RHCM 123) ............... 3
State and Local Government (PS 203) ............... 3
Communities, Population, and Resources (SOC 220) ............... 3
Science group requirement ............................... 3-4
Personal Health (HES 250) ....................... 3

Spring Term 16-19 credits
College Composition II or III (WR 122 or 123) ............... 3
Fundamentals of Interpersonal Communication (RHCM 124) ............... 3
Concepts of Computing: Computers and Computation (CIS 121) ............... 3
College Algebra (MATH 111) ....................... 4
Electives, especially introductory anthropology, American history, or other social sciences 3-6

Sophomore Year, Full Term 16 credits
Mind and Brain (PSY 201) ....................... 4
Introduction to Economic Analysis: Microeconomics (EC 201) ....................... 3
Electives, especially computer science; scientific and technical writing; journalistic writing; additional sociology, political science, community studies; and field experience ............................... 9

Winter Term 16 credits
Mind and Society (PSY 202) ....................... 4
Introduction to Economic Analysis: Macroeconomics (EC 202) ....................... 3
Electives, as above ............................... 9

Spring Term 18 credits
The Natural Environment (GEOG 101) ............... 3
Electives, as above ............................... 15

Admission Procedures

The department admits students fall, winter, and spring terms. Deadlines are available from the department office. To be considered for admission, students must submit the following materials:

1. A completed application.
2. A letter of recommendation from a high school or college teacher.
3. A statement of personal goals and career aspirations.
4. Official transcripts from all institutions attended.
5. ACT or SAT scores.

All materials must be submitted by the deadline stated in the department office. For more information, please contact the Department of Planning, Public Policy, and Management, 119 Hendricks Hall, University of Oregon, Eugene, OR 97403-1197.
1. A completed application form, available from the department office
2. Transcripts from all colleges and universities attended (these do not need to be official academic records)
3. Personal statement describing career goals and how the major in PPPM will help achieve those goals. This statement should be limited to two to three typed, double-spaced pages
4. Brief résumé of educational and employment history

**Major Requirements**

A total of 186 credits are required for the bachelor’s degree. These include 57 to 60 credits taken to satisfy PPPM major requirements. The major in PPPM is organized into four parts: a common core, a concentration area, a field placement, and a senior research paper.

### Core

The core curriculum requirement is 21 credits, distributed as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Planning and Public Policy (PPPM 301)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Public Service Management (PPPM 322)</td>
<td>3</td>
</tr>
<tr>
<td>Public Service Policies and Programs (PPPM 323)</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Methods in Sociology (SOC 326)</td>
<td>3</td>
</tr>
<tr>
<td>Methods in Planning and Public Policy Analysis (PPPM 413)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Social Research (SOC 325)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Public Law (PPPM 418)</td>
<td>3</td>
</tr>
<tr>
<td>Community Development (PPPM 448)</td>
<td>3</td>
</tr>
</tbody>
</table>

Appropriate courses may be substituted with the faculty adviser’s permission.

### Concentration Areas

PPPM majors must take core courses for letter grades and pass them with grades of C− or better.

#### 1. Planning and Community Development

This concentration area focuses on the processes of community development: facilitation of problem solving for social, economic, and political change; building the capacity of individuals and institutions to resolve problems and plan for their collective future. Specific concerns include (1) understanding the community as an integrated whole with physical, economic, political, and social dimensions; (2) understanding the processes of change at the community level; and (3) understanding the policies and procedures by which community development and planning are undertaken.

**Required Courses.** Introduction to Public Budgeting and Finance (PPPM 324), Communities and Regional Development (PPPM 445)

**Elective Courses.** A minimum of 12 additional credits chosen, in consultation with an adviser, from PPPM and other university offerings

#### 2. Public Policy and Management

This concentration area prepares students to assume important roles in the development and implementation of public policy. These roles require skills in the analysis of policies, the design of organizational arrangements, sensitivity to the role and limits of governmental action, and appreciation of the moral and ethical dimensions of public service.

**Required Courses.** Introduction to Public Budgeting and Finance (PPPM 324), Policy Development and Evaluation (PPPM 462)

**Elective Courses.** A minimum of 12 additional credits chosen, in consultation with an adviser, from PPPM and other university offerings

#### 3. Resource Development and Environmental Management

This concentration area focuses on the analysis and management of human activities as they relate to the natural world. It includes the study of resource management and conservation, residuals control, and the study of the overall impact of our technical and socioeconomic systems on the natural world. Particular concerns include (1) proper resource development—taking advantage of economic opportunities while staying within or avoiding natural constraints; (2) developing human systems that are as compatible as possible with the natural environment; and (3) resource conservation so that economic opportunity and our rich natural heritage can be enjoyed by future generations.

**Required Courses.** Population and Global Resources (INTL 251), Introduction to Environmental Studies (PPPM 331)

**Elective Courses.** A minimum of 12 additional credits chosen, in consultation with an adviser, from PPPM and other university offerings

#### 4. Social Policy Development

This concentration focuses on the identification of contemporary social issues and the effective development of policy building and management skills to resolve problems and shape social welfare policy. Effective action requires good analytic, communication, and management skills and an appreciation of the moral and ethical dimensions of work in socially sensitive arenas.

**Required Courses.** Planning and the Changing Family (PPPM 438), Managing Nonprofit Organizations (PPPM 480)

**Elective Courses.** A minimum of 12 additional credits chosen, in consultation with an adviser, from PPPM and other university offerings

### Field Placement

Each student is required to complete the equivalent of one full-time field placement, which can be either full time for one term (thirty-six hours a week for ten weeks) or half time for two consecutive terms (eighteen hours a week for twenty weeks). Placements are in local governments, nonprofit agencies, or private firms and are supervised by the PPPM field coordinator. The student earns 12 credits in Supervised Field Study (PPPM 409). Students are also required to take the 3-credit Theory-Practice Integration (PPPM 412) currently with the field placement. In the case of a half-time placement over two terms, the student takes PPPM 412 only one of the two terms.

### Senior Research Paper

Each student conducts a 3-credit individual research project that addresses a question of significance in the student’s concentration area. The paper is supervised by a faculty member with expertise in the concentration area. It receives 3 pass/no pass (P/N) credits.

### Community Planning Workshop

Undergraduate students also have the opportunity to work on planning and public policy projects through the PPPM Community Planning Workshop. Each year twenty to thirty students receive stipends for research on contracts developed and administered in the workshop. See Community Planning Workshop later in this section of the bulletin. Six credits in Community Planning Workshop (PPPM 419) may be applied to the field placement requirement.

### Minor Requirements

The department offers a minor of special value to students with majors in the social sciences or humanities. Through the minor, students can enhance their undergraduate education by including courses in the social sciences that can be limited to two or three typed, double-spaced pages.

#### 1. Planning and Community Development

Students may declare the minor in planning, public policy and management at any time during or after the term in which they achieve upper-division standing. Materials for declaring the minor are available in the department office. The minor requires 24 credits, distributed as follows:

**Course Requirements 24 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Planning and Public Policy (PPPM 301)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Public Service Management (PPPM 322)</td>
<td>3</td>
</tr>
<tr>
<td>Public Service Policies and Programs (PPPM 323)</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Methods in Sociology (SOC 326)</td>
<td>3</td>
</tr>
<tr>
<td>Methods in Planning and Public Policy Analysis (PPPM 413)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Social Research (SOC 325)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Public Law (PPPM 418)</td>
<td>3</td>
</tr>
<tr>
<td>Community Development (PPPM 448)</td>
<td>3</td>
</tr>
<tr>
<td>Electives: three additional PPPM courses</td>
<td>9</td>
</tr>
<tr>
<td>PPPM 301, 322, 323, 418, and 448 must be taken for letter grades.</td>
<td></td>
</tr>
</tbody>
</table>

### GRADUATE STUDIES

Programs for the master of urban planning (M.U.P.) degree and the master’s degree in public affairs—either a master of arts (M.A.) or a master of science (M.S.)—require two years for completion. The M.U.P. degree is accredited by the Planning Accreditation Board. The public affairs master’s degree program in public policy and management is accredited by the National Association of Schools of Public Affairs and Administration.

The fields of planning, public policy, and public management are concerned with the rational guidance of future change at the community, regional, state, national, and international levels. Professionals employed as planners and managers in public agencies must frequently analyze, prepare recommendations, and implement policies and programs for pub-
lic facilities and services, land use planning, and development incentives and controls. They assume responsibility for a range of activities that includes administration, personnel management, and planning for housing, community development, and resource and pollution management.

Planners, public policy and management (PPPM) graduates should have a basic understanding of the economic, social, political, fiscal, physical, and environmental characteristics of a community. They should be able to identify these and other variables as they encourage and facilitate institutional and social adaptation to challenges posed by a changing environment. Planning, public policy, and public management are interdisciplinary and eclectic fields attractive to students with varying career expectations. Thus, the programs provide curricular flexibility to stimulate the development of knowledge, skills, behavior, and values needed for entry into a number of professional occupations.

Financial Aid
Graduate teaching fellowships (GTFs) are offered to approximately thirty students each year. Each fellowship includes a stipend and a waiver of tuition and fees for one or more terms. Graduate students also have the opportunity to work on planning and public policy projects through the PPPM Community Planning Workshop. Each year twenty to thirty students receive stipends for research on contracts developed and administered in the workshop. Graduate students are also eligible for fellowship awards, granted by federal agencies and privately endowed foundations, and loans from university and federal student-loan programs. Information about grants and loans may be obtained from the Office of Student Financial Aid.

All program applicants are strongly urged to apply for university financial assistance before February of the year of application in order to be eligible for work-study and other assistance offered by the student financial aid office.

Urban and Regional Planning
The field of planning is concerned with rational and sensitive guidance of urban and regional change. Planners are responsible for identifying and clarifying the nature and effect of planning problems, for formulating potential solutions to these problems, and for assisting in the implementation of plans and policies designed to improve urban and regional areas.

To realize these objectives, the planner must draw on the skills and insights of many professions and disciplines. The planner must have a basic understanding of the cultural, economic, social, political, and physical characteristics of a community. While applying analytical skills at both the community and regional levels, the planner must also make subjective judgments in the consideration of problems.

Entering students should be prepared to become involved in and committed to the resolution of important social, economic, environmental, political, and cultural problems. Through courses within and outside the department, students can obtain an integrated understanding of planning, public policy, and public management as well as the more specific skills necessary for entry into a chosen professional area.

The planning program offers students three areas of concentration: community and regional development, planning and social change, and environmental planning. Students also have opportunities for field experience in development planning, resource management, and recreation and tourism development.

The planning program has strong ties with other units on campus. Students often pursue concurrent degrees in planning and landscape architecture, business, economics, geography, or public affairs.

Preparation
Students interested in entering the planning program are strongly encouraged to complete a thorough social science undergraduate program including courses in economics, sociology, geography, history, and other related fields. A required introductory course in statistics can be taken on a remedial basis after admission. Work experience, particularly if related to planning, is valuable—as are writing and public-speaking skills. In addition, courses in the natural sciences, policy sciences, environmental design, or analytic methods are helpful as background for advanced graduate work in a concentration area of interest to the student.

Students must complete an advanced undergraduate or graduate-level introductory course in statistics to be taken prior to or concurrently with Planning Analysis (PPPM 613). No credit toward the M.U.P. degree is allowed for this course; however, the requirement is waived for students with equivalent prior courses or work experience. Entering students are encouraged to satisfy this requirement before enrolling in the program.

Program participants may take no more than 15 credits a term. Students may file petitions to transfer up to 15 graduate credits taken prior to admission to the planning program. Such petitions must be submitted during the first term in the program.

Juniors and seniors who anticipate applying for admission are encouraged to seek advice at the department office.

Careers
People with training in the field of planning find employment in a number of areas in both the public and private sectors. Two kinds of public agencies provide career opportunities: those dealing with community facilities such as public housing, urban renewal, parks and highways, and schools; and those dealing with economic development, natural resources management, recreation and tourism development, and social services. In the private sector, graduates are employed by consulting firms, large-scale private developers, utility companies, special-interest groups, and other organizations that use the planning process.

Application Procedures
The graduate planning program at the university is individually tailored. Great importance is placed on the student’s preference for and ability to undertake self-directed educational activity. Because there are more than fifty recognized graduate programs in planning in the United States, the department’s admissions committee emphasizes the selection of candidates who present clear and specific reasons for choosing to pursue their graduate work in planning at the University of Oregon.

Application materials include:
1. A typewritten statement, prepared by the applicant, explaining why admission to the planning program at the university is sought and what the applicant’s expectations are from that field
2. At least two letters of recommendation from people familiar with the applicant’s ability to pursue graduate-level studies in planning
3. A copy of undergraduate transcripts, including evidence of completion of an undergraduate degree from an accredited college or university
4. Graduate Record Examinations (GRE) scores are optional. If submitted, they are considered along with other application materials

Minority and economically disadvantaged students are encouraged to apply and to notify the department of financial and other needs.

Applications are accepted beginning September 15 for admission fall term a year later. Applications are reviewed beginning February 15, and applicants are notified of admission decisions early in April. Students generally are admitted for fall term only. For more information, please call or write the departmental admissions secretary.

The Planning Curriculum
A total of 72 credits beyond the bachelor’s degree is required for the M.U.P., of which 36 must be taken within the program. The remaining 36 credits may be taken within or outside the department, even outside the university, depending on the student’s goals.

Students are expected to enroll for six terms with an average course load of 12 credits a term. During the summer, students are encouraged to engage in planning work. The planning program offers research stipends and course credit for qualified applicants who take part in research conducted by the Community Planning Workshop. Planning internships are also available; some provide compensation. A student may receive up to 6 credits for approved internship activity.

Community Planning Workshop
A distinctive feature of the graduate planning curriculum is that each student is required to participate in a team project to develop a planning report for a client group. These planning projects are supervised by program faculty members through an applied research service program called the Community Planning Workshop. The workshop usually focuses on issues of immediate environmental and economic importance to the client and the general public. Examples of recent project topics include:

- Tourism and recreation development
- Opportunities for small-business development
- Improving the economy and appearance of rural communities
Survey research for community and regional assistance
Ski-area development and economic-feasibility studies
Highway-improvement planning
Coastal planning
Evaluation of urban-development options

Each year approximately ten planning contracts are developed with the participation of all graduate and some undergraduate PPPM majors. These planning studies are conducted over a two-term (six-month) period in the Community Planning Workshop (PPPM 419/519 or 608). A final written report, prepared by the student, provides additional evidence of the student’s expertise and ability to conduct planning research and to prepare and present high-quality professional reports.

Federal grants from the Department of Education Fund for the Improvement of Post-Secondary Education and state support from the Department of Human Resources have helped the Community Planning Workshop become one of the most successful community planning assistance programs on the West Coast. Computer facilities and student research areas provide opportunities to conduct research and produce planning reports of the highest professional quality.

The popularity of this program with students and with a growing number of government and private-sector clients has enabled it to provide research support for twenty to thirty students each summer session. Last year a total of $50,000 in student stipends was awarded to thirty-two students.

Course Requirements

The following courses are required for the M.U.P. degree:

- Community Planning Workshop (PPPM 608) ....... 6
- Terminal Project (PPPM 602) or Thesis (PPPM 503) ................................................. 3-10
- Introduction to Urban Planning (PPPM 611) ...... 3
- Legal Issues in Planning and Public Management (PPPM 612) .............................................. 3
- Planning Analysis (PPPM 613) ................................................. 3
- Planning Theory (PPPM 615) ................................................. 3
- Land Use Law (PPPM 641) ................................................. 3
- One lead course chosen from among the following:
- Environmental Planning (PPPM 526)
- Communities and Regional Development (PPPM 545)
- Planning and Social Change (PPPM 635)
- Student Research Colloquium (PPPM 690) .. 2

The remaining credits, including the 36 elective credits, are selected by the student in consultation with an adviser.

Public Affairs

The professional master’s degree program in public affairs is designed for people interested in entry- and mid-level management and policy careers in public service. Graduates of the program have filled key leadership positions at the local, state, and federal levels as administrators, department heads, planners, program and policy analysts, finance and personnel officers, staff members of research or service organizations, heads of public or private nonprofit human service programs, and staff members of public affairs programs in industry.

The public affairs graduate program draws its students from throughout the United States, particularly from Oregon and the Northwest, and from a wide variety of employment and educational fields. Currently about fifty students are enrolled in the program preparing for entry- and mid-level policy and management careers in public service. Most public affairs graduate students have from two to five years of preprofessional work experience. Enrollment and participation by midcareer students is encouraged. To accommodate the working student, many graduate classes are offered in the late afternoon and evening.

Program Characteristics

Flexibility allows students to design programs, with faculty assistance, to meet individual needs and career interests. A student may concentrate on public financial management, for example, with a career goal of becoming a budget analyst for state government. Or a broader area of concentration, such as human services management, might be chosen.

Problem-oriented courses prepare students for one of the major responsibilities that public managers face—making decisions. The program emphasizes the development of skill in diagnosing problems, collecting and analyzing information, choosing among alternatives, communicating findings, and managing change.

A focused approach through organization of the curriculum around work in a common core, management processes, and an area of concentration provides a common framework for learning about public policy and management. Interdisciplinary programming offers students the perspectives of other fields that are essential to an education in public policy and management. The program encourages enrollment in relevant courses from other university departments or schools such as economics, political science, and journalism.

Application Procedures

To be eligible for the graduate program in public affairs, an applicant must hold a bachelor’s degree.

The following documents must be submitted:

1. A Graduate Admission Application, available from the department office, 119 Hendricks Hall, University of Oregon, Eugene OR 97403
2. A comprehensive employment and education resume
3. Two written statements, two to three pages each: a clear specification of professional goals and interests and an explanation of how the interdisciplinary nature of the public affairs program will contribute to the attainment of these goals
4. Current transcripts of all grades in courses taken toward the bachelor’s degree and of any other college-level work. Unofficial transcripts are adequate for the department’s use. They should be sent directly by the institution that awarded the course credits
5. Three letters of recommendation, two of which may be from academic sources

Selection of program participants is based on evaluation of their previous academic performance and other evidence of intellectual attainment or promise, previous public affairs experience, and their statements of professional goals and the relationship of the program to their achievement. A student admitted to the program is expected to maintain a 3.00 GPA.

Students are admitted each term to the graduate program. Materials must be submitted by April 1 for summer or fall (June 1 for late fall), October 1 for winter, and January 1 for spring admission.

Master’s Degrees

The department offers M.A. and M.S. degrees in public affairs. A minimum of 66 credits are generally required to receive either degree, typically accomplished in approximately eighteen to twenty-four months (six to eight terms) of full-time study. Academic background and work experience are scrutinized to determine if additional preparation is needed prior to beginning the program.

Public Affairs Graduate Curriculum

The graduate program in public affairs management requires work in a common core, management processes, and a concentration area as well as an exit project and an internship.

Core. Students admitted to the program are expected to acquire knowledge, skills, public interest values, and behaviors in each of the following areas: community dynamics and change processes—the political, economic, social, and legal context of public affairs; policy analysis—policy-making processes and policy development; policy and program evaluation; methods of quantitative analysis; human resources management; and public-interest values and ethics.

Students begin working toward competence in the above areas by enrolling for a minimum of 3 graded credits in each of the six curricular areas in the common core for a total of 18 credits. Twelve of these 18 credits must be in departmental graduate courses.

Management Processes. Students must enroll for a minimum of 12 graded credits. These 12 credits must include four courses, one each in budgeting, financial management, personnel management, and labor relations, and the legal context of public affairs. Course work is designed to enhance competence in particular public management processes.

Concentration Area. Each student is expected to develop an area of concentration, chosen with his or her career goals in mind. Courses in a concentration area are chosen in consultation with the faculty adviser and may be selected from any graduate-level offerings on campus. Students are required to take at least 18 credits in their chosen area of concentration. More than one area of concentration may be developed. Students may take concentration-area courses either for letter grades or pass/no pass (P/N).

Examples of concentration areas chosen by recent graduates include public management, environmental and resource management, criminal justice management, human services management, health services management, local government management, community develop-
opment management, policy and program evaluation, and planning management.

Midprogram Review. All students undergo a midprogram review. After accumulating 30 to 35 graduate credits, students review their progress with their advisers. Career goals are also reviewed, and additional courses or educational experiences such as special projects are recommended. An appropriate field internship and the nature of the exit project are also agreed upon.

Exit Project. Each student is required to write a thesis, issue paper, or policy paper to complete degree requirements. Nine credits are awarded for a thesis, 3 for an issue or policy paper.

Supervised Field Internship. Students are required to undertake the equivalent of a six-month (two-term) internship in Supervised Field Study (PPPM 609). Concurrently with the internship, a student registers for a graded 3-credit course, Seminar: Internship (PPPM 607). The program requires 12 credits of supervised field internship and 3 credits of internship seminar.

Students who are working full time in public service-related organizations are required to complete the equivalent of a three-month full-time supervised field internship and internship seminar. They receive 6 credits for the internship and 3 credits for the seminar. Midcareer students are encouraged to secure field credit on a contractual basis for new roles or projects undertaken in their current work setting.

Supervised Field Study (PPPM 609), arranged through PPPM's field coordinator, is offered pass/no pass (PIN) only. Seminar: Internship (PPPM 607) is offered either PIN or for letter grades. Students must be enrolled for a minimum of 3 credits each term they are involved in an internship.

Interdisciplinary Program in Environmental Studies

An interdisciplinary master's degree focusing on environmental studies is offered through the Interdisciplinary Studies: Individualized Program of the Graduate School. The program includes graduate courses in biology; economics; geography; law; leisure studies and services; and planning, public policy and management.

Address inquiries to Director, Environmental Studies Program, 104 Condon Hall, University of Oregon, Eugene OR 97403. See also, in the Graduate School section of this bulletin, Individualized Program: Environmental Studies.

Micronesia Program

The Department of Planning, Public Policy and Management has developed opportunities for students and faculty members to study, work, and teach in Micronesia through the Micronesia Program. Under the direction of Maradel Gale, the program has received funding from several federal agencies with responsibilities in Micronesia. These grants include an undergraduate study-abroad program, a long-term faculty affiliation program between the University of Oregon and the three-country College of Micronesia, and a technical-assistance program. The assistance program uses advanced graduate students to work with government officials in Micronesia on projects, identified by the government, that promote sustainable development in the country. Countries included in this program are the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau.

PLANNING, PUBLIC POLICY AND MANAGEMENT COURSES (PPPM)

196 Field Studies (1-2R)
198 Workshop: [Term Subject] (1-2R)
199 Special Studies: [Term Subject] (1-3R)
200 Innovative Education: [Term Subject] (1-3R)
301 Introduction to Planning and Public Policy (3) Strategies for promoting development, managing resource use, and assisting public-institution service and facility planning and management. Historical review of planning, public policy and management.
322 Introduction to Public Service Management (3) Theories relevant to the effective management of large and small organizations that deliver service to the public. Assumes students have completed general PPPM prerequisites.
323 Public Service Policies and Programs (3) The various roles and processes in policy formulation, implementation, and evaluation; needs, issues, and problems relevant to social programs and policy. Assumes students have completed general PPPM prerequisites.
324 Introduction to Public Budgeting and Finance (3) Budgetary decision and control processes in public organizations; their relationship to allocation of public resources; problems of taxation, planning, budgeting, controlling, and evaluating government activities.
331 Introduction to Environmental Studies (3) Biophysical foundations of human, social, and economic systems. Examines the management and control of population growth, hunger, land use, natural resources, and pollution.
399 Special Studies: [Term Subject] (1-4R)
400 Innovative Education: [Term Subject] (1-3R)
401 Research (1-21R)
403 Thesis (1-21R)
405 Reading and Conference: [Term Subject] (1-21R)
406 Special Problems (1-21R)
407/507 Seminar: [Term Subject] (1-5R) Recent topics include Community Economic Development, Introduction to Housing, Small-City Management, and Women and the Built Environment.
408/508 Workshop: [Term Subject] (1-21R)
409 Supervised Field Study: [Term Subject] (1-21R) 12-credit maximum per term. Participation in the activities of public or private community agencies and organizations, under faculty supervision and with coordinated instruction. Prereq: instructor's consent.
410/510 Experimental Course: [Term Subject] (1-5R) New courses are taught under these numbers. See the schedule of classes for current titles.
412 Theory-Practice Integration (3) Organization, character, and conduct of community and public-agency programs as a link between theoretical concepts and participation in supervised field study. Prereq: instructor's consent.
413 Methods in Planning and Public Policy Analysis (3) Focuses on research design for community problem solving, planned change and policy analysis, and evaluation. Identification of community issues and needs; evaluation of alternative policy solutions.
418/518 Introduction to Public Law (3) Administrative law, including introduction to legal research, for public administrators. Administrative procedures, implementation of policy through administrative law, judicial review, and practical applications in public agencies.
419/519 Community Planning Workshop (3R) Cooperative planning endeavors. Students define problems, determine appropriate research methods, identify the groups that promote or resist change, test alternative solutions, and prepare a final plan or project. Once for maximum of 6 credits.
421/521 Qualitative Methods in Planning and Public Policy (3) Use of observation, open-ended interviews, historical data, and photography in community analyses, program evaluations, and other applied social research efforts.
422/522 Grant Writing (1) P/N only. Introduction to the process of preparing grant applications and material for funded research.
426/526 Environmental Planning (3) Contemporary environmental problems as they relate to regional social, economic, and physical systems. The long-and short-term impact of overpopulation, overconsumption, and harmful technologies.
433/533 Forces that Shape the Urban Environment (3) History of the growth of urban areas and how people relate to each other in the physical environment. Explores such issues as privacy, territory, and crowding.
434/534 Neighborhood and Community Revitalization (3) Introduction to neighborhood-based policies and issues for improved planning of American communities. Topics include defining a neighborhood or community, displacement, and economic development.
437/537 Contemporary Housing Issues (3) Introduction to policies and consumption of housing in the United States. Covers housing market issues, the role of government, and analysis of current issues such as homelessness.
438/538 Planning and the Changing Family (3) Introduction to the relationship between changing family demographics and planning policy. Includes the needs of women, children, people of color, and the elderly.
443/543 Natural Resource Policy (3) Aspects of population and resource systems. Poses questions about population trends, policy, and optimum size; analyzes methods for determining resource availability and flows.
445/545 Communities and Regional Development (3) The economic, sociocultural, and political forces that have produced the present internal structure of regions in the United States: core cities, suburbs, small towns, and rural neighborhoods.
446/546 Socioeconomic Development Planning (3) Planning for responsible economic and social development. Policy problems and issues in providing a stable economic base and
social and economic well-being while avoiding environmental degradation.

447/547 Issues in Socioeconomic Development Planning (3) Exploration of topical issues in economic and social development. Application of planning and policy tools to local and regional development problems.

448/548 Community Development (3) Community development as it facilitates social, economic, and political change. Community organizing for human-service delivery, economic development, and facilities planning; partnerships among government, business, and citizen groups.

449/549 Topics in Public Management (3) Achieving humane, productive, and responsible public organizations. How to manage public organizations to use human resources effectively and implement modern planning, organizing, supervising, and controlling systems.

451/551 Intergovernmental Relations (3) Legal, fiscal, and administrative relationships among the federal, state, and local levels of U.S. government. The grant-in-aid system, division of powers in the federal system, and implications for public management.

453/553 Managing State Government (3) Policymaking and management processes; federal, state, and local intergovernmental relationships; state and local government organizational features, management, program responsibilities, and performance.

459/559 Environmental Health Planning (3) Health effects of environmental hazards (e.g., disease agents, toxic materials, chemicals in commerce, radiation). Exploration of hazards versus benefits, alternatives, and appropriate actions.


461/561 Political Participation (3) An examination of various forms of political participation that considers the contribution of each to the American political system.

462/562 Policy Development and Evaluation (3) Policy alternatives, policy and program impact, measurements and evaluation; emphasizes the roles and resources of administrative agencies in processes of analysis.

464/564 Cost-Benefit Analysis (3) Use of cost-benefit analysis at decision levels from the individual to the national-state, advantages, disadvantages, and appropriate uses of cost-benefit analysis. Prereq: one course in social research or quantitative methods in social science.

467/567 Topics in Natural Resource Planning (3) In-depth analysis of specific aspects of natural resource availability, use, and relevant government policy. Past topics have included energy, forests, and water.

471/571 City Management (3) Focuses on how to manage local governments effectively, particularly small governments in both metropolitan and nonmetropolitan areas. Political processes, management, services, performance.

473/573 Managing Fiscal Austerity (3) Examines various approaches to managing limited fiscal resources. Emphasizes management approaches that improve local government performance and employee productivity.

474/574 Career Management for Women (3) Designing and understanding effective career management. Establishing career or life goals that include educational and job or career planning. Development of individual portfolios. Open to men and women.

480/580 Managing Nonprofit Organizations (3) How to manage nonprofit organizations for superior performance in a humane, responsive, and responsible manner. Distinctive characteristics of nonprofit organizations.

503 Thesis (1-16R) P/N only

601 Research (1-16R) P/N only

602 Terminal Project (1-16R)


605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R) Department majors may receive up to 6 credits maximum for intern work in approved planning positions.


608 Community Planning Workshop (1–16R)

609 Supervised Field Study: [Term Subject] (1–16R) 12 credits maximum per term. Faculty-supervised participation in the activities of public or private community agencies and organizations; coordinated instruction. Prereq: instructor’s consent.

610 Experimental Course: [Term Subject] (1–5R) P/N only. Each term a series of short seminars is offered on planning and related topics. One-credit seminars are held in the evenings and meet two times for a total of six class hours. A maximum per term. Faculty-supervised participation in the activities of public or private community agencies and organizations; coordinated instruction. Prereq: instructor’s consent.

611 Introduction to Urban Planning (3) Concepts and functions of the planning process as they relate to the social, economic, political, and environmental aspects of communities and regions.

612 Legal Issues in Planning and Public Management (3) Federal-state legal relationships, role of the courts in reviewing public-sector decision making, sources of the law, issues in land use regulation, and basic legal research skills.

613 Planning Analysis (3) Data sources and methods of data collection including surveys; descriptive and multivariate analysis; computer applications; selected analytic models, population projections, cost-benefit analysis. Open to nonmajors with instructor’s consent.

614 Alternative Dispute Resolution (4) Theory and practice of consensus building in communities and public organizations.

615 Planning Theory (3) Logic of the planning process; major contributions to urban planning’s search for a theory; relationship of planning to the political process and rational decision making.

617 Regional Planning (3) Theory and practice of regional planning. Substate regional analysis; development of regional policies and plans as they relate to the natural- and human-resource base of the Pacific Northwest.

620 Applied Methods in Planning, Policy, and Management (3) How to communicate, execute, and evaluate research in the public sector. Each student conducts an original research project from problem formulation through data analysis.

623 Legislative and Administrative Procedures (3) Major legislative and administrative legal issues of concern to planners and public managers. Prereq: PPPM 518 or 612 or instructor’s consent.

624 Public Organization Theory (3) Rationality, domain, and interdependence; internal and external control; social context of organizational design and structure; assessment of organizations; human behavior; resource control; discretion, risk, and decision making.

625 Politics and Planning (3) Roles of politicians and planner in planning, policy formulation, and decision making; guest lectures by local planners, political figures, and representatives of citizen groups.

627 Energy Policy and Planning (3) Technical, social, economic, and environmental impacts of energy technologies. Discussion of United States and world policies and alternatives.

628 Public Finance Administration (3) Revenues for governmental intervention and analysis of revenue sources available to governments. Includes discussion of various taxes, intergovernmental transfer policies, debt financing, and user fees.

629 Public Budget Administration (3) Resource allocation through the budget process. Includes analysis of performance, program, and zero-based budget systems; service costing, governmental financial audits, and local government fiscal analysis.

632 Topics in Public Law (3) Legislation, administrative rule making and implementation of the law, judicial institutions and processes, case law, and the legal profession. How to conduct research in law and government—documents libraries.

635 Planning and Social Change (3) Introduction to the relationships between social change and planning policy. Includes equity literature related to planning; examines how national social trends affect housing and neighborhood change.

636 Public Policy Analysis (3) Techniques in the policymaking process. Determining the impact of policies, comparing alternatives, determining the likelihood that a policy will be adopted and effectively implemented.

639 Leadership and Planned Change (3) Theories of planned social, community, and organizational change. Social, economic, political, and legal factors affecting planned change; government efforts to facilitate and manage change. Strategies for future change.

640 Land Use Planning (3) Land use planning in urban, rural, and connecting environments. Functions, distribution, and relationships of land uses; social, economic, fiscal, and physical consequences of alternative land use development patterns.

641 Land Use Law (3) Constitutional law issues (due process, equal protection), statutory
constraints (antitrust, civil rights), and procedural aspects of planning and land use regulation.

642 History and Literature of Planning (3)
Focuses on selected highlights of planning and on books that have made major contributions to the literature. Topics vary.

644 Human Behavior in Public Organizations (3) Integrates social-science knowledge about people at work. Focuses on the concepts of human behavior that are important to managerial problems in the public sector.

650 Political Economy of Cities (3) History of private and public interdependencies in creating the American urban experience; consideration of the political economy of contemporary urban forms.

652 Public Land Law (4) The legal and socio-political issues involved in public land management. Prereq: PPPM 518 or 612 or instructor's consent.

654 Public Management (3) The public manager's role in relation to organizational politics, solving problems and making decisions, group dynamics, motivation and leadership, supervision, communication, evaluation, and managerial effectiveness.

655 Planning in Developing Countries (3) Constraints and opportunities for long-range social, economic, and resource planning in developing countries.

656 Quantitative Methods in Planning and Public Policy (5) Develops skills in quantitative analysis. Emphasizes selecting appropriate analysis procedures and properly interpreting and reporting results. Prereq: recent introductory statistics course.

658 Tourism and Recreation Resources Planning (3) Assessing tourism resources; projecting tourist demand; benefits and costs of tourism at the community and regional levels. Planning and management of tourism resources. Prereq: introductory planning course or instructor's consent.

668 Women in Planning and Public Policy (3) Explores women's historic role in planning and public policy. Surveys current issues of concern both to the professional woman practitioner and to the planner or policymaker.

670 Ethics and Public Affairs (3) Accountability methods of organizations; intergovernmental requirements; social and environmental control of organizations; accountability imposed by public organizations on citizen and private-sector behavior through regulation, ethical and value issues.

678 Evaluation Research (3) Theory and practice in evaluating the performance of public policies and programs. Covers the purposes of evaluation, the variety of evaluation designs, and the politics and ethics of evaluation.

690 Student Research Colloquium (1-3R)
Presentation by advanced master's degree candidates of designs and conclusions resulting from thesis research projects. R for maximum of 3 credits.
The College of Business Administration (CBA) offers programs of study leading to bachelor's, master's, and doctoral degrees in accounting, decision sciences, finance, marketing, and management, and an interdisciplinary master's degree in industrial relations. All programs are designed to provide a broad education in both business management and societal issues that is essential for responsible administrative, research, and technical careers in business, government, and education.

To ensure such an education for its students, the college requires that undergraduate majors take approximately 60 percent of their work outside the college. Within the college, professional courses cover subjects affecting firms and organizations and their responsibilities to owners, employees, customers, and society in general.

The instructional programs of the college are offered in the Undergraduate School of Business and in the Graduate School of Management, which operates under the general direction of the Graduate School of the university. The College of Business Administration was established in 1914. Its undergraduate program was accredited in 1923 and its graduate program in 1962 by the American Assembly of Collegiate Schools of Business. Details of master's and doctoral programs are in the Graduate School of Management section of this bulletin.

Business Student Societies

The following business and professional societies have chapters at the university: Alpha Kappa Psi, professional business fraternity; Beta Alpha Psi, accounting; and Pacific Northwest Personnel Management Association.

Beta Gamma Sigma

Beta Gamma Sigma is the national scholastic honor society in business administration. For more information about Alpha Kappa Psi, Beta Alpha Psi, and Beta Gamma Sigma, see the Honors and Awards section of this bulletin.

CBA Computing Facilities

The Chiles Business Computing Laboratory provides CBA students and faculty members with ongoing support for their educational needs in the form of professional staff assistance and computer hardware and application software. Both undergraduate and graduate students have the opportunity to use a variety of computers in their business courses. The CBA computer facilities include four microcomputer laboratories that are linked by a local area network and central application file servers. The Hewlett Packard Vectra Instructional Laboratory has HP Vectra AT and 80386 systems linked to a variety of printers and plotters. The Autzen Foundation Graduate Instructional Laboratory offers a variety of high-performance Apple Macintosh systems and printers. The Wildish Instructional Laboratory offers Apple Macintosh systems and printers. The Douglas Strain Desktop Publishing area offers a variety of HP and Apple systems linked to laser printers to produce business-quality printed output. All systems offer the ability to use a variety of business-oriented software applications including business statistics, spreadsheet analysis, data-base design, word processing, and business graphics. The Chiles Business Computing Laboratory and the above microcomputers can also use the CBA network to interact with the university's VAXcluster using a VAX 6000-430 and a VAX 6000-630. They can also communicate electronically via electronic mail with students and faculty members both at Oregon and at other sites nationwide. Remote access is offered to several online data bases and library catalogues.

Overseas Study Programs

Students in all University of Oregon overseas study programs enroll in courses with prefixes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the Special Studies section of this bulletin.

The college maintains exchange relationships with several overseas universities that give students opportunities to study business management abroad. Overseas study programs in business are currently available at the University of Copenhagen (Denmark), University of Stuttgart (West Germany), Aoyama Gakuin University (Japan), Yonsei University (Korea), and Nijenrode School of Business (The Netherlands). In all programs except Stuttgart's, English is the primary instructional language; Stuttgart courses are taught in German. In addition, the college sponsors a six-week summer school program in Tokyo, Japan. This program focuses on Japanese business management.

Students interested in careers in international business are particularly encouraged to take advantage of one of these programs. See also the International Business Program described under Undergraduate School of Business.

Research

The College of Business Administration faculty's active interest in research is manifested by the research centers incorporated in its organizational structure. The amount of activity in the centers varies, depending on available university funds as well as grants and contracts from foundations, government agencies, and the business community.

Forest Industries Management Center

9 Gilbert Hall
Telephone (503) 346-3300
James E. Reinmuth, Director

The primary goal of the Forest Industries Management Center is to stimulate research and education related to the forest products field.

Charles H. Lundquist Center for Business Development
151 Gilbert Hall
Telephone (503) 346-3420
Karin Conklin, Director

The primary goal of the Charles H. Lundquist Center for Business Development is to stimulate research and education related to entrepreneurship and rapid business development. The center sponsors research, curriculum development, internships, a speakers' program, faculty development, and various student activities.

Institute of Industrial Relations

209D Gilbert Hall
Telephone (503) 346-5141
Gregory S. Hundley, Director

The goal of the Institute of Industrial Relations is to stimulate research and education related to human resource management and industrial relations. The institute offers an integrated interdisciplinary program leading to either a master of science or a master of arts degree in industrial relations. Details of the degree program appear in the Graduate School of Management section of this bulletin.

Office of External Affairs

264 Gilbert Hall
Telephone (503) 346-3370
Carole L. Daly, Director

This office is responsible for alumni, corporate and public relations; fund raising; and continuing professional education.

Applied Information Management (AIM) Program

An interdisciplinary master's degree focusing on applied information management is available through the Interdisciplinary Studies: Individualized Program in the Graduate School.
The program, coordinated by the UO Continuation Center, is designed to serve the needs of Portland-area residents. Address inquiries to Program Coordinator, Applied Information Management Program, University of Oregon Continuation Center, 333 Oregon Hall, Eugene OR 97403. The program is described in the Special Studies section of this bulletin. See also, in the Graduate Studies section, Individualized Program: Applied Information Management.

UNDERGRADUATE SCHOOL OF BUSINESS
271 Gilbert Hall
Telephone (503) 346-3303
Donald E. Lytle, Director of Undergraduate Programs

To earn a degree in the Undergraduate School of Business, a student must be admitted as a major and complete a major in accounting, decision sciences, finance, management, or marketing. Except for accounting majors and students double majoring within the College of Business Administration, each student must also complete a secondary subject area. Combined with other work, each of the majors may lead to a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree.

A student who has a bachelor's or master's degree in a field of business administration is not eligible for another business degree at the bachelor's degree level.

A student may not receive two degrees simultaneously (e.g., a B.A. and a B.S.), but it is possible to double major for the same degree either within the Undergraduate School of Business or in another major area. Students must satisfy the upper-division core and major requirement in effect when they are admitted as majors or when they apply for graduation. The requirements chosen must be met in their entirety; they cannot be combined.

Admission Requirements

Admission to the College of Business Administration as a major is possible only after junior standing has been attained. However, students intending to major in a business field should declare prebusiness status until major admission requirements have been met. Prebusiness status, however, does not guarantee admission as a major in a field of business.

To be eligible for admission as a major, a student must have completed university writing requirements, the College of Business Administration's Conceptual Tools Core (described under College of Business Administration Requirements), and at least three of the required six courses in the university arts and letters group. At least 90 credits must be earned, of which a minimum of 60 must be taken for letter grades, including the mathematics, economics, and business courses in the Conceptual Tools Core. A minimum grade point average (GPA) of 2.75 in all college-level work attempted and 2.50 in the business, mathematics, and economics courses of the Conceptual Tools Core are required to be eligible for major status. The GPA is based on all graded courses completed. If a graded course is repeated, both courses are counted in computing the GPA although credit is given only once. If a course required to be taken for a letter grade is taken pass/no pass (P/N) instead, a P is treated as a C– and an N is treated as an F for GPA calculations.

Petitions

Students with an overall GPA below the 2.75 required, but who have a 2.50 GPA in the specified core courses, may submit petitions for admission if they have at least three consecutive terms—and a minimum of 36 graded credits taken in residence at the UO—with a 2.75 GPA. The approval of petitions is not automatic and is granted to those best qualified if space is available. When all other admission requirements have been met, students should submit their petitions with their applications for admission as majors and follow the application procedure described below. A student cannot be awarded a degree without having been formally admitted as a major.

Honors College

Prebusiness students admitted to the Clark Honors College may substitute certain Clark Honors College courses for College of Business Administration Conceptual Tools Core requirements. See the CBA director of undergraduate programs in 271 Gilbert Hall for details.

Application Procedure

To be considered for admission as a major, students must apply prior to the term deadline. Application periods are as follows: fall term: October 1–14, winter term: January 1–14, spring term: April 1–14, and July 1–14. Late applications are not accepted. Applicants must have completed all entry requirements before they apply.

Transfer Students

Transfer students who will have completed all admission requirements prior to transfer should apply for admission to major status during the first appropriate application period listed above after transferring. Students transferring before admission requirements have been met can be admitted to the University of Oregon as prebusiness students if their GPA is 2.75 or higher. These students should apply for major status in accordance with the application procedure above. When there are significant changes in admission requirements, the effective date for transferring students is generally one academic year after the policy first appears in the University of Oregon General Bulletin.

Continuous Progress

If a student does not attend the university for an extended period of time after being admitted as a major, he or she may be required to reapply for admission and fulfill current major requirements if the general bulletin for the last year of attendance has expired. (See Bulletin expiration and requirements policies in the Subject Index.) This requirement does not apply to students on recognized exchange programs.

Second Bachelor's Degree

Students who have a bachelor's degree in another discipline and want a second degree in a field of business must be admitted to the university as postbaccalaureate nongraduate students. Transcripts of all previous college work must be sent directly to the College of Business Administration, and an official transcript showing receipt of the prior degree must be sent to the university's Office of Admissions. Second-degree candidates must meet the same GPA requirement as first-degree candidates. See Petitions, above, if overall GPA is below 2.75.
Second-degree students must complete the same upper-division requirements as first degree candidates. Students are given prebusiness status until the business, mathematics, economics, and computer-literacy requirements in the Conceptual Tools Core are completed or waived by prior course work. A 2.50 GPA is required in these courses. When this requirement has been met, application can be made for major status in the same manner as for first-degree candidates. If a student's native language is not English, a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) examination is required. The Second Bachelor's Degree section of this bulletin, under Registration and Academic Policies, lists university requirements for a second bachelor's degree; the CBA advising office distributes information concerning College of Business Administration requirements.

Degree Requirements
To receive a degree in the College of Business Administration, a student must be an admitted major in good academic standing with the college and the university. Two sets of requirements must be completed: general university requirements and College of Business Administration requirements. The college is firmly committed to an undergraduate degree program in business that is based on a solid foundation in the arts and sciences. College of Business Administration majors, although in a professional school, must meet the same general requirements as students in the College of Arts and Sciences and must qualify for either the B.A. or the B.S. degree. Students should refer to the Registration and Academic Policies section of this bulletin for specific requirements for bachelor's degrees and for general university and group requirements.

College of Business Administration Requirements
Conceptual Tools Core. The following courses or their equivalents must be taken prior to admission as a major in the College of Business Administration:
- Introduction to Financial Accounting I (ACTG 211)
- Introduction to Management Accounting (ACTG 213)
- Legal Environment of Business (BE 226)
- Introduction to Economic Analysis: Microeconomics (EC 201)
- Introduction to Economic Analysis: Macroeconomics (EC 202)
- Fundamentals of Management (MGMT 206)
- Calculus for Business and Social Science I,II (MATH 241, 242)
- Introduction to Methods of Probability and Statistics (MATH 243)

The courses listed above must be taken before 3.0 GPA in these courses is required for admission as a major.

Three courses selected from sociology, psychology, and anthropology courses listed in the social science group

Three of the six required arts and letters courses

UO writing requirement

Introduction to Business-Information Processing (CIS 131), which meets the computer-literacy requirement described below

Computer Literacy. Computer literacy is required for all business students. It is defined as the ability to run software packages on a microcomputer with minimal tutorial assistance. The CBA advising office, in 271 Gilbert Hall, maintains a list of acceptable transfer courses to meet the computer-literacy requirement.

In view of limited college and university computing facilities, business students may want to purchase a microcomputer. Such purchases are not required, and neither the college nor the university endorses any particular manufacturer or vendor. Students who plan to purchase a microcomputer are urged to inquire at the Chile Business Computing Laboratory concerning minimum specifications and compatibility with college hardware. Significant discounts on the purchase of certain microcomputers are available to university students.

Upper-Division Core. The following courses (3 credits each) are required of all majors:
- Managerial Economics (FINL 311)
- Marketing Systems and Demand Analysis (MKTG 311)
- Financial Management (FINL 316)
- Management and Organizational Behavior (MGMT 321)
- Business Statistics (DSC 330)
- Concepts of Production and Operations Management (DSC 335)

A 300-level economics course (excluding EC 311 and 370)
- Business Enterprise and Social Responsibility (BE 425)
- Business Policy and Strategy (MGMT 453)

Residence Requirement. Students must take 48 upper-division credits in business, of which 36 must be taken on campus in CBA courses. Twelve credits may be transferred from other accredited institutions, independent study, or approved courses in other departments.

Studies in Business and Economics. Students must take at least 75 credits in business and economics. These courses must be in the College of Business Administration or the Department of Economics or be approved by CBA.
- Optional tutorials (e.g., EC 199) and software-specific computer courses with College of Business Administration prefix (e.g., ACTO 199), taught through Continuing Education, do not meet this requirement.

Studies in Other Disciplines. Students must earn at least 95 credits outside business and economics.

Majors. Each student must complete a major as specified by each department. Majors are offered in accounting, decision sciences, finance, management, and marketing. See the appropriate departmental sections of this bulletin for specific course requirements.

Secondary Subject Area. Each major, except accounting majors and students working toward a double major within the college, must complete a secondary subject area consisting of three courses (9 credits) selected from an area other than the major (see the specific departmental course listings) or from the following interdisciplinary areas:

Business History. Any three of the following: Economic History of Modern Europe (HIST 423), American Economic History (HIST 465), American Workers and Unions (HIST 472)

International Business. International Management (MGMT 431), International Finance and Investment (FINL 463), and International Marketing Management (MKTG 475)

Students must satisfy the College of Business Administration upper-division course requirements in effect when they are admitted as majors.

Grading
1. Upper-division courses, except 300-level courses in the upper-division core, must be taken for letter grades.
2. All courses used to satisfy a major requirement must be taken for letter grades and passed with grades of C- or better.
3. Courses in the upper-division core must be passed with grades of C- or better. No more than two 300-level courses in the upper-division core may be taken pass/no pass.
4. Any transfer business course in which a grade of D was earned cannot satisfy course prerequisites.

See the Registration and Academic Policies section of this bulletin for an explanation of the university's grading systems.

Business Administration Minor Requirements
The College of Business Administration offers a minor in business administration, which is intended for students majoring in other disciplines who want courses in basic business management. It is divided into lower- and upper-division sections. Students must complete the lower-division courses before enrolling in upper-division courses.

The requirements are as follows:

Lower Division
- College Algebra (MATH 111)
- Introduction to Economic Analysis: Microeconomics (EC 201)
- Introduction to Economic Analysis: Macroeconomics (EC 202)
- An introductory statistics course, e.g., Introduction to Methods of Probability and Statistics (MATH 243)
- Introduction to Financial Accounting I (ACTG 211)
- Introduction to Management Accounting (ACTG 213)
- Legal Environment of Business (BE 226)

Upper Division
- Marketing Systems and Demand Analysis (MKTG 311)
- Financial Management (FINL 316)
- Management and Organizational Behavior (MGMT 321)
- Two upper-division business electives chosen from regularly offered College of Business Administration courses. Computer courses offered through the Continuation Center do not meet this requirement even if they have a College of Business Administration prefix (ACTG, BA, BE, DSC, FINL, MKTG).

Students intending to pursue a minor in business administration must declare their intent.
in the CBA advising office, 271 Gilbert Hall, and pick up a requirements checklist prior to beginning lower-division minor courses. After completing the lower-division courses and attaining junior standing, students must apply for upper-division minor admission in the advising office, where completion of the lower-division core requirements is verified using an up-to-date transcript.

In order to be admitted to upper-division minor status, students must have a 2.50 overall GPA, a GPA of 2.50 in the lower-division minor courses, and junior standing. All lower-division minor courses must be taken for letter grades. Students meeting the above requirements may register for upper-division minor courses if they have fulfilled all course prerequisites. A C– (or P) is the minimum acceptable grade in upper-division courses. When all minor requirements have been completed and notification of graduation application has been received from the Office of the Registrar, the student is cleared for the minor in business administration.

International Business Program
For students interested in international business, the following program is recommended:

1. Major in one of the five business disciplines
2. Select five area-studies courses in the College of Arts and Sciences that focus on an understanding of the history, geography, and culture of a specific region of the world (e.g., East Asia, Western Europe). International students may select North America
3. Complete at least two courses in international economics
4. Complete the international business secondary subject area
5. Fulfill the language requirement for the B.A. degree in a language relevant to the area of study

Students majoring in disciplines other than business should follow this same program and complete the business administration minor. Elective courses within the minor should be chosen from the international business secondary subject area.

Nonmajors
All students may enroll in the 300-level business courses in the upper-division core. Registration for other 300-level business courses is limited to admitted majors and admitted minors during each term’s initial registration period; then they are open to others if space is available. Only admitted majors and admitted minors in the College of Business Administration may enroll in 400-level business courses.

Student Advising
The CBA advising service for business students is in 271 Gilbert Hall. Current information about admission and degree requirements is available there for majors in the College of Business Administration and for the College of Business administration minor. A bulletin board outside this office contains announcements concerning policies, coming activities, scholarships, and other information of interest to business and prebusiness students. Students are held responsible for information posted on this board and should check it once a week to ensure that they have the latest information, or they risk missing important events and policy changes. Peer advisers and college staff members are available in the advising office to assist in planning programs, answering questions, and tracking progress toward graduation or admission as a major. Students should check with the advising office at least once a year to ensure that requirements are being met.

Graduate School of Management
272 Gilbert Hall
Telephone (503) 346-3306
James R. Terborg, Associate Dean
College of Business Administration

The Graduate School of Management offers degree programs at both the master’s and doctoral levels and coordinates the graduate work of the five academic departments in the College of Business Administration. In all fields, graduate instruction is supported by courses in related fields offered elsewhere in the university.

The Graduate School of Management is accredited by the American Assembly of Collegiate Schools of Business (AACSB).

Master’s Degree Programs
The Graduate School of Management offers the following degree programs leading to the master of business administration (M.B.A.), master of science (M.S.), and master of arts (M.A.) degrees. Students must complete the requirements of the principal program specified for each degree.

Career Services
Alexis Woods, Director
The Graduate School of Management provides assistance to its graduate students in the job search process in the career services office, located in 309 Gilbert Hall. For more information call the director of career services at (503) 346-1589.

Oregon Executive M.B.A. Program
The University of Oregon, in cooperation with Oregon State University and Portland State University, offers the two-year Oregon Executive Master of Business Administration (O.E.M.B.A.) Program for employed mid-level executives. Classes are held in Portland one full day a week with two-week-long summer sessions. In addition to meeting standard admission criteria, applicants to this program must have substantial managerial experience and corporate sponsorship. O.E.M.B.A. courses are open only to students who apply and are admitted to this program. For more information, write or call the Executive Director, O.E.M.B.A. Program, 19500 N.W. Gibbs Drive, Suite 140, Beaverton OR 97006-6907; telephone (503) 690-1575.

M.B.A. Program
Wendy Mitchell, Director
The M.B.A. degree is designed to be broad in nature to provide students with a firm foundation upon which to build a challenging and satisfying career as a manager.

The primary goal of graduate education in business is to prepare men and women for responsible careers in both the public and the private sectors. Management education involves training in the general management area supplemented by opportunities for students to study specific areas in greater depth. Electives are offered in a variety of areas including accounting, decision sciences, finance, international business, management, and marketing.
The University of Oregon M.B.A. program is based on the assumption that the student has no prior academic preparation in business administration.

The M.B.A. degree program takes two years of full-time study to complete and requires a high degree of involvement by students. Entry into the program is in the fall of each year.

### First-Year Requirements

<table>
<thead>
<tr>
<th>Term</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>10</td>
<td>Seminar: Computer Workshop (BA 607) ........................................... 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Business Statistics (DSC 611) ................................ 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Managerial Economics (FINL 611) ............................................... 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Managing Organizations (MGMT 611) ............................................. 3</td>
</tr>
<tr>
<td>Winter</td>
<td>13</td>
<td>Seminar: Building Effective Management Teams (BA 607) .................... 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accounting Concepts (ACTG 611) ............................................... 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Market Dynamics and Segmentation (MGMT 612) ..................................</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Production Management (DSC 613) .............................................. 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Economic Policy and Financial Markets (FINL 614) ............................ 3</td>
</tr>
<tr>
<td>Spring</td>
<td>12</td>
<td>Management Accounting Concepts (ACTG 612) ...................................</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business, Government, and Society (BA 611) .................................. 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marketing Management (MGMT 612) .............................................. 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Financial Management (FINL 616) .............................................. 3</td>
</tr>
</tbody>
</table>

### Second-Year Requirements

<table>
<thead>
<tr>
<th>Term</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>14</td>
<td>Seminar: Communication and Implementation (BA 607) .......................... 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Two breadth electives ......................................................... 6</td>
</tr>
<tr>
<td>Winter</td>
<td>15</td>
<td>Strategy and Policy Implementation (BA 625) ................................ 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Two breadth electives ......................................................... 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One elective ........................................................................... 3</td>
</tr>
<tr>
<td>Spring</td>
<td>12</td>
<td>Breadth elective ........................................................................ 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Three electives ....................................................................... 9</td>
</tr>
</tbody>
</table>

The first-year program requirements must be completed before students may take more advanced work in their principal program.

### Course Waivers

Students may waive up to four courses from the first-year program. Only two of these courses can apply toward the total number of credits required for the degree. Two of the four courses waived must be replaced by advanced electives in an area or areas chosen by the student in consultation with his or her adviser. Granting of waivers is based on the student's previous course work or examination, as determined by the department.

### Second Year

The second year of the M.B.A. program offers two of these courses can apply toward the total number of credits required for the degree. Two of these terms are as follows:

1. Completion of at least 36 credits (minimum of twelve courses) beyond the first-year program, of which 27 must be in 500- and 600-level College of Business Administration courses
2. Of the 27 credits, no more than 12 may be from the same department
3. At least one elective must be taken from each College of Business Administration department. Courses that satisfy the breadth requirements are specified by the department offering the course
4. Among the eleven second-year electives, one course must be taken from an approved list of international courses published each fall. The course can also satisfy a breadth-elective requirement
5. The remaining 6 credits should be in graduate-level courses either in business or in related areas outside the College of Business Administration. They must be approved by the student's adviser and by the M.B.A. program director

See Second-Year Requirements, above, for a typical course schedule of required second-year credits.

The complete graduate program of study must be approved by the student's adviser and the director of the M.B.A. program.

### Accelerated Programs

#### 3-2 Program

The 3-2 program offers an opportunity for superior nonbusiness undergraduate majors to begin work on an M.B.A. or M.S. degree during their senior year. Students spend the first three years of undergraduate work meeting requirements for the bachelor's degree in their major. During the fourth year, the first-year courses for the master's program are completed, and the fifth year is devoted to completion of the 47 credits in graduate courses required for a master's degree. Successful completion of the 3-2 program leads to the appropriate bachelor's degree after the fourth year and an M.B.A. or an M.S. degree in the College of Business Administration after the fifth year.

#### 4-1 Program

The 4-1 program allows outstanding undergraduate business majors from a variety of institutions to obtain a 49-credit M.B.A. degree in four terms. Students admitted to this program have all of the first-year courses waived except Seminar: Building Effective Management Teams and Seminar: Communication and Implementation (both BA 607). In addition to the two seminars, students must complete 47 credits beyond the first-year program.

Admission to the accelerated master's degree programs is highly competitive. It is limited to students who have both outstanding scholastic records and demonstrated potential for graduate study. Admission is for summer session or fall term.

### Specialized Programs

#### Industrial Relations

The industrial relations option is an integrated program with a choice of courses in economics, management, political science, psychology, sociology, and international studies and Asian studies. Students may choose to include elective courses in economic policy and financial markets, management accounting concepts, or an approved course in an approved list of international courses published each fall. The course can also satisfy a breadth-elective requirement.

The remaining 6 credits should be in graduate-level courses either in business or in related areas outside the College of Business Administration. They must be approved by the student's adviser and the M.B.A. program director.

The complete graduate program of study must be approved by the student's adviser and the director of the M.B.A. program.

### Master of Science or Master of Arts

While the primary degree offered by the Graduate School of Management at the master's level is the M.B.A., the M.S. or M.A. degree may be more appropriate for some students. The program leading to the M.S. or M.A. degree allows more specialization than the M.B.A. program and may be adapted to the particular needs of the student. The requirements are as follows:

1. Completion of the American Assembly of Collegiate Schools of Business common body of business knowledge as specified by the department in the Graduate School of Management in which the majority of specialization takes place. For students without prior academic preparation in business, completion of the common body of business knowledge usually consists of satisfaction of the first-year M.B.A. required courses. The manner in which the requirement is satisfied is determined by the student in consultation with his or her program committee and subject to approval by the associate dean of the College of Business Administration.

### J.D./M.B.A. Program

In cooperation with the University of Oregon School of Law, a concurrent doctor of jurisprudence/master of business administration (J.D./M.B.A.) program makes it possible to earn both the J.D. and the M.B.A. degrees in four years instead of the five years that would be required if each degree program were completed separately. The program is designed for students planning a legal career that requires in-depth knowledge of business operations. Students entering the program spend their first year in the School of Law and take their second-year courses in the Graduate School of Management. The third and fourth years are spent taking advanced courses in both law and business.

It is a highly selective program; students are required to meet the admission requirements of both the School of Law and the Graduate School of Management. Admission to the program is allowed only during fall term. Prospective students should consult both the director of admissions in the School of Law and the director of the M.B.A. program in the Graduate School of Management.

### Master of Science or Master of Arts

While the primary degree offered by the Graduate School of Management at the master's level is the M.B.A., the M.S. or M.A. degree may be more appropriate for some students. The program leading to the M.S. or M.A. degree allows more specialization than the M.B.A. program and may be adapted to the particular needs of the student. The requirements are as follows:

1. Completion of the American Assembly of Collegiate Schools of Business common body of business knowledge as specified by the department in the Graduate School of Management in which the majority of specialization takes place. For students without prior academic preparation in business, completion of the common body of business knowledge usually consists of satisfaction of the first-year M.B.A. required courses. The manner in which the requirement is satisfied is determined by the student in consultation with his or her program committee and subject to approval by the associate dean of the College of Business Administration.
Administration of Master's Degree Programs

Fall Admission. Consistent with the goal of the Graduate School of Management to educate individuals with the greatest potential for becoming successful managers, the admission process is aimed at admitting students who have demonstrated their ability and potential to become responsible, effective managers.

The school is interested in the applicant's general intellectual ability, initiative and resourcefulness, creativity, seriousness of purpose, maturity, and capacity for growth. In addition, oral and written communication skills are important. Students should have demonstrated capacity for quantitative thinking and be able to take an orderly, analytical approach to problem solving and to generating alternative solutions. The ability to take ideas from different sources and see important relationships is very beneficial. Students should also be self-motivated, with considerable persistence and drive, and with some understanding of the broad social, political, and economic implications of decisions and actions. Prior work experience is desirable but not necessary.

Admission Criteria

More specifically, the admission process is based on four categories of information:

1. Undergraduate academic performance
2. Graduate Management Admission Test (GMAT) score
3. Two written recommendations. One should describe academic ability and the other should, but is not required to, address managerial ability and potential. Recommendations should be from people who have worked closely with the applicant and can comment on his or her ability, accomplishments, and potential
4. Completion of four essay questions included in the application package
5. Work experience and demonstrated leadership ability

The applicant should also provide any other pertinent information for consideration.

Recent successful applicants have had average undergraduate grade point averages (GPAs) of 3.25, average GMAT scores of 575, and average scores of 600 on the Test of English as a Foreign Language (TOEFL).

Prerequisites. Courses in calculus, microeconomics, and microeconomics are prerequisites for students entering the program and must be taken before first-year courses.

International Students. In addition, applicants from non-English speaking countries must earn a minimum score of 600 on the TOEFL.

With this information, students are judged on their academic abilities and potential; their potential for leadership and management; and their commitment, readiness, and motivation to complete the program.

Full-time Status. Full-time M.B.A. students enrolled in the first year of the two-year program are required to complete, with a GPA of 3.00 or higher, a common set of courses in a structured sequence. The student who waives no first-year classes takes a minimum of 11 credits fall term, 12 credits winter term, and 12 credits spring term.

Full-time M.B.A. students enrolled in the second year of the program are required to complete, with a GPA of 3.00 or higher, 12 credits each term to be eligible for graduation in June. Students studying full time must enroll for a minimum of 9 credits each term.

Part-time Status. Unless otherwise designated, all students admitted to the M.B.A. program are considered full time. Part-time status may be requested at the time of application for admission, or students in good standing may request part-time status at the start of any term. Part-time students may enroll for no more than 6 credits a term.

Admission Deadline. Applications and all supporting documents should be received by the Graduate School of Management by March 15 to be guaranteed consideration for fall-term admission. Late applications are considered if space is available.

Program Planning. After the student has been admitted to the master's degree program, the Graduate School of Management assigns a faculty member as an advisor. Each student must file a program approved by the advisor and the director of the M.B.A. program prior to taking any courses beyond the first year of study. If the student wants to change the program at a later date, an amended program signed by the advisor and the M.B.A. program director may be filed.

Academic Performance. In addition to Graduate School requirements, a student enrolled in a master's degree program is required to maintain a GPA of 3.00 for all graduate courses in the preliminary core, courses listed on the Principal Program Sheet or the specified M.S. courses, and any other graduate courses taken in the Graduate School of Management. Once a grade is received in a course listed on the Principal Program Sheet, that course cannot be deleted from the program for the purpose of GPA calculations, as described above. Students whose GPAs fall below 3.00 in a Graduate School of Management degree program are automatically placed on probation. Their continued enrollment is subject to review by the program director.

Students may formally appeal disqualification or other decisions relevant to their academic performance or program. A description of the probation policy and appeal procedures is available in the graduate programs office.

General University Regulations. See the Graduate School section of this bulletin for general university regulations and information regarding registration, academic performance, and other matters applicable to all university graduate students.

INSTITUTE OF INDUSTRIAL RELATIONS

Gregory S. Hundley, Director
209D Gilbert Hall
Telephone (503) 346-5141

The Institute of Industrial Relations offers an integrated interdisciplinary program leading to a master's degree in industrial relations. Su-
Graduate Management Admission Test
The program leads to the master of science
one introductory undergraduate course in sta­
economics, employment law, and appropriate
from year to year, and are not a required
element of a student's program. Students are
other than management. Prerequisites for the
gram must cover at least three disciplines, in­
cluding at least 6 credits in one discipline
Economics. Labor Economics (EC 550)
Required Courses
In addition to required courses, students com­
plete course work in supporting disciplines by 
selecting courses in the social sciences and re­
lated areas. A sample of courses taken by stu­
dents in the program is listed below. Each
term, students consult with the institute direc­
tor to select appropriate required and elective
courses.
Economics. Topics in Labor Economics (EC 
551). In addition, students are encouraged to elect
courses in human capital theory, the econo­

tics of industrial organization, the public
sector, and public policy
History. American Economic History (HIST 
563, 564, 565), American Workers and Unions (HIST 572)
Labor Law (LAW 659), Employment Law (LAW 660)
Management. Managerial Problem Solving (MGMT 642), International and Comparative Management (MGMT 647)
Political Science. Administrative Organiza­
tion and Behavior (PS 512), Comparative Labor
Movements (PS 516)
Psychology. Learning and Memory (PSY 533), 
Human Performance (PSY 536), Attitudes and 
Social Behavior (PSY 556), Group Processes (PSY 557)
Sociology. Experimental Course: Sociology of Labor (SOC 510), Sociology of Work (SOC 546), Industrial Sociology (SOC 547), Sociology of Occupations (SOC 548), Women and Work (SOC 549)
In addition to elective course work identified
above, students may complete relevant work in
other departments with the planning assistance
of institute faculty members.

Program of Study
The Ph.D. typically requires four years of in­
tensive study beyond the master's degree.
Since the program focuses on developing com­
petent scholars, the development of both
research skills is heavily empha­
sized. All doctoral students are encouraged
sometime during their program to assume pri­
mary teaching responsibility for an under­
graduate business course. In addition, they
must demonstrate competence in scholarly
research. Students are expected to work closely
with faculty members whose interests are simi­
lar to their own. Applicants are advised to be
as specific as possible about their areas of
interest.

Primary Areas of Concentration
Accounting. Focuses on managerial, behav­
ioral, and financial accounting, auditing, cost
analysis, and control for public, industrial, and
governmental accounting.
Corporate Strategy and Policy. Examines or­
ganizations as integrated systems interacting
with their environments. Emphasizes formul­
ation and implementation of strategies that
align an organization's internal strengths and
weaknesses with its external threats and oppor­
tunities.
Decision Sciences. Emphasizes applied statis­
tics or operations and production manage­
ment. Related courses are available in com­
puter science, mathematics, economics, and
government science.
Finance. Focuses on financial economics as
applied to financial management, financial in­
stitutions and markets, and investments. Re­
lated courses are also available in economics.
Human Resource Management. Emphasizes
personnel management and labor relations in
public and private organizations, behavioral
science and labor economics, compensation,
collective bargaining, and conflict and change.
Marketing. Covers a wide range of issues in­
cluding marketing theory, consumer and indus­
trial marketing, marketing research and sales
forecasting, marketing management of product,
pricing, promotion, and distribution.
Organizational Studies. Focuses on the behav­
oral and administrative aspects of organiza­
tions, including organizational behavior,
organization design and effectiveness,
organization-environment relationships, and
administrative processes.

Admission
For admission to the doctoral program, the stu­
dent must:
1. Satisfy the admission requirements of the Graduate School of Management and of the Graduate School of the university
2. Have completed the graduate work required
   for a master's degree (in exceptional circum­
   stances a student may be admitted immedi­
   ately after completion of a bachelor's de­
   gree)
3. Be recommended by the department with
   primary responsibility for the area in which
   the candidate expects to major and by the
   graduate programs committee
4. Provide evidence of scholarly promise
Recently admitted students averaged 650 to 675 on the Graduate Management Admissions Test (GMAT) with a 3.60 to 3.70 GPA in graduate course work. Approximately 15 percent of applicants are admitted into the Ph.D. program. Most Ph.D. students receive financial support in the form of an appointment as a graduate teaching fellow. For 1991–92 typical appointments ranged from 0.40 to 0.47 FTE and carried a stipend ranging from $8,300 to $9,700, plus waiver of tuition. Graduate teaching fellows may assist faculty members in research and teaching and assume responsibility for teaching an undergraduate business course. Deadline for application to the Ph.D. program for fall term is the preceding March 1.

Inquiries concerning the program should be addressed to the CBA associate dean.

Degree Requirements

The student's program must satisfy the requirements of the Graduate School of the university and the following requirements of the College of Business Administration:

The doctoral program typically requires four years of work beyond the master's degree, with two years of residence on the Eugene campus.

Basic Competence in Business. Students are expected to demonstrate basic knowledge in computer science, economics, and in each of the four main functional areas: accounting, finance, management, and marketing. Such knowledge may be demonstrated by familiarity with the subject matter of one of the M.B.A. programs or with graduate-level courses in each of these areas as evidenced by previous university-level courses, by University of Oregon courses, or by oral or written examination, to be determined by the student's advisory committee and approved by the CBA associate dean. This requirement should be satisfied in the student's first year and before substantial work is begun in the primary area of concentration.

Examinations. The student must pass two written comprehensive examinations, one in his or her primary area and one in either the supporting or the statistics and research methods area. Requirements in these areas are described below. The student must attempt both written examinations within a thirteen-month period. Each comprehensive examination may be scheduled for a maximum of eight hours and must be fully completed in no more than two consecutive days. The examinations are graded high pass, pass, or no pass. On examinations given in separate and predesignated parts, the grade may apply to each subpart. All grades are outright; a conditional pass is not permitted. In the event of failure, a student may retake a comprehensive examination or predesignated subpart once, at the individual's option and after consultation with the advisory committee. Once a student has attempted an examination in either the supporting or the statistics and research methods area, he or she must pass that particular area examination; the option to choose the other area is not open. All examinations must be completed within nineteen months of the date of the first examination. Failure to pass the comprehensive examination or a subpart on the second attempt results in automatic termination from the Ph.D. program. Comprehensive examinations are offered during fall and spring terms. In the event of failure, a student may retake the examination or predesignated subpart in the following academic term but no sooner than two months after the date of the initial attempt. First-time examinations may be arranged during winter term and summer session for students not currently in residence or, under unusual circumstances, by agreement among the student, advisory committee, and examining committee and with the approval of the CBA associate dean.

Competence in a Primary Area of Concentration. The student is expected to master the literature and techniques in a primary area of business administration, to be prepared to write an acceptable dissertation, and to perform research of high quality. Competence is demonstrated by passing a written comprehensive examination in the area, given by the department. To be eligible to take the examination, the student must have completed substantially all of the course work required in the area.

The primary area of concentration consists of nine courses specified by the department with primary responsibility for the area. At least three of these courses must be taken at the University of Oregon after admission to the doctoral program. The primary areas of concentration offered are listed above under Program of Study. Programs involving interdisciplinary research may be accommodated within these primary areas.

Competence in Statistics and Research Methods. Students must complete four or more graduate-level courses in statistics beyond the introductory-level Introduction to Business Statistics (DSC 611) with grades of mid-B or better and, if a comprehensive examination is not taken in the student's supporting area, pass a written examination. Courses typically are from within the Graduate School of Management, although alternative graduate-level courses are permitted with the advice of the decision sciences faculty and approval of the student's advisory committee. At least three courses must be completed at the university after admission to the doctoral program. Of these, one must be Seminar: Statistical Foundations for Research (DSC 641), which must be completed with a grade of mid-B or better during the student's first full year in the program. The examination in statistics and research methods is written and graded by a committee including at least two decision sciences faculty members appointed by the CBA associate dean. If the student elects decision sciences (applied statistics) as the primary area, an additional supporting area (described earlier) must be selected.

Competence in a Behavioral Science, Mathematics, or Economics Tool Area. Students must complete at least three graduate-level courses in economics, mathematics, or the behavioral sciences outside the Graduate School of Management. Courses in this area of study are subject to final approval by the student's advisory committee and the CBA associate dean. Each course used to meet this area requirement must be passed with a grade of mid-B or higher, and at least two courses must be completed at the university after admission to the doctoral program.

Advancement to Candidacy. The student is advanced to candidacy for the Ph.D. degree upon satisfying all of the preceding requirements and upon recommendation by his or her advisory committee to the Graduate School of Management and to the Graduate School of the university. Advancement must occur no later than four years after the student's entry into the doctoral program.

Dissertation. The student must complete a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation. The dissertation must show mastery of the literature and techniques, be written in creditable literary form, and make a contribution to knowledge.

The student is responsible for formation of a dissertation committee, subject to approval by the Graduate School of Management and the Graduate School of the university. This committee includes at least three regular faculty members of the school and at least one member from outside the school. The chair of the committee serves as the student's primary dissertation adviser. Before the dissertation topic is accepted by the dissertation committee, the student makes a public oral presentation and defense of the research proposal and design. When the topic is accepted by the committee, a copy of the proposal, signed as approved by the committee, is placed in the candidate's file.

The dissertation must be completed within three years of the student's advancement to candidacy. Upon petition to and approval from the graduate programs committee and the Graduate School of the university, this period may be extended for one year. Failure to complete the dissertation within this time period invalidates the student's comprehensive examinations and advancement to candidacy. The student must successfully defend the completed dissertation in a public oral examination and defense before the dissertation committee.

Grade Point Average (GPA). The student must maintain a cumulative GPA of 3.00 or higher in graduate courses.

Termination from Program. A student's participation in the Ph.D. program may be terminated by the graduate programs committee if the student fails to satisfy any of the program requirements and upon the recommendation of a majority of the student's advisory or dissertation committee. After consultation with the student's advisory or dissertation committee, the graduate programs committee must vote on termination under one or more of the following conditions: (1) failure to make satisfactory progress toward advancement to candidacy; (2) a GPA below 3.00 for two consecutive terms; (3) failure to complete a dissertation within three years after advancement to candidacy; or (4) any time a member of the advisory or dissertation committee requests a vote. The student has the right to submit a petition to the graduate programs committee requesting it to reconsider the termination.
The advisory or dissertation committee must be transmitted in writing to the graduate programs committee for review and placed in the student's file. A student dropped from the program is notified in writing, with reasons for termination clearly explained, and a copy of the letter is placed in the student's file.

The advisory or dissertation committee must be transmitted in writing to the graduate programs committee for review and placed in the student's file. A student dropped from the program is notified in writing, with reasons for termination clearly explained, and a copy of the letter is placed in the student's file.

**BUSINESS ADMINISTRATION COURSES (BA)**

605 Reading and Conference: [Term Subject] (1–16R) R when topic changes

607 Seminar: [Term Subject] (1–5R) Two current titles are Communications and Computers.

610 Experimental Course: [Term Subject] (1–5R) R when topic changes

611 Business, Government, and Society (3) Consideration of the ethical and social issues confronting the manager; mechanisms and processes by which governmental units influence and constrain managerial decisions.

624 Corporate Strategy and Planning (3)

How shall we choose to compete? Analytical techniques and planning models applicable to making this fundamental decision. M.B.A. students only.

625 Strategy and Policy Implementation (3)

Decision making that cuts across functional boundaries. Students integrate and apply business knowledge in decision situations. May include a computer game or company project or both. M.B.A. students only.

651 Management of Technological Organizations (3) Examines managerial issues associated with technologically oriented companies; the role of research and development, innovation, and evaluation; and integration of technology planning with corporate strategy. Offered only through the Applied Information Management (AIM) Program.

653 International Business Strategies (3) Examines theoretical and practical aspects of international business strategies as presented in three modules. Final projects focus on individual professional contexts. Offered only through the Applied Information Management (AIM) Program.

655 Marketing Management and Planning (3) Investigates the design of a marketing program, nature and behavior of markets, marketing decisions, evaluating marketing efficiency, and issues unique to advanced technology organizations. Offered only through the Applied Information Management (AIM) Program.

657 Managerial Accounting and Financial Analysis (3) Examines information used by management to plan, direct, and control the firm's operations. Reviews concepts, tools, and applications to both financial and managerial areas. Offered only through the Applied Information Management (AIM) Program.

705 Reading and Conference: [Term Subject] (1–6R) R when topic changes. Offered only through the Oregon Executive M.B.A. Program.

707 Seminar: [Term Subject] (1–6R) R when topic changes. Offered only through the Oregon Executive M.B.A. Program.

708 Workshop: [Term Subject] (1–6R) R when topic changes. Offered only through the Oregon Executive M.B.A. Program.

710 Experimental Course: [Term Subject] (3–9R) R when topic changes. Offered only through the Oregon Executive M.B.A. Program.

711 Legal Environment of Business (3) Analysis of government policy and the legal environment in which business operates. Integrates the analysis of public policy and the legal environment with basic microeconomic principles. Offered only through the Oregon Executive M.B.A. Program.

712 Financial Accounting and Reporting (3) Preparation, interpretation, and use of external financial statements and reports. Covers basic accounting principles, recording and reporting techniques underlying valuation and income determination. Offered only through the Oregon Executive M.B.A. Program.

713 Applied Statistics for Managers (3) Exposure to descriptive statistics, decision analysis, regression analysis, and forecasting. Emphasis on when and how to use statistics. Offered only through the Oregon Executive M.B.A. Program.

714 Accounting for Managers (3) Development, presentation, and interpretation of cost information for management. Stresses the use of accounting data for business decisions, performance appraisal, budgeting, and control. Offered only through the Oregon Executive M.B.A. Program.

715 Managerial Economics (3) Covers micro- and macroeconomic analyses. Examines the roles of monetary and fiscal policy, the Federal Reserve System, and money and capital markets. Offered only through the Oregon Executive M.B.A. Program.

716 Managing Organizations (3) Focuses on the systematic relationship among organizational variables and their implications for effective management of individuals and groups within an organization. Offered only through the Oregon Executive M.B.A. Program.

717 Marketing Management (3) Focuses on the marketing function at the product-line level, including basic marketing concepts and philosophies, and brief exposure to macro-marketing strategies. Offered only through the Oregon Executive M.B.A. Program.

718 Financial Analysis (3) Covers objectives, tools, methods, and problems of financial management, including fund acquisitions, dividend policy, capital acquisitions, taxes, mergers, and investment banking. Offered only through the Oregon Executive M.B.A. Program.

719 Marketing Analysis and Strategy (3) Development of macromarketing strategies and plans including analysis of market structures, consumer and buyer behavior, marketing research and forecasting, communication and promotions management, and international marketing. Offered only through the Oregon Executive M.B.A. Program.

720 Financial Management (3) Problems and cases dealing with financial analysis, working, capital management, funding rapid growth, asset valuation, and alternative financing strategies. Offered only through the Oregon Executive M.B.A. Program.

721 Management of Innovation and Change (3) Covers planning and strategy under conditions of rapid growth and change including matters of new products, implementing change, and financial problems of rapid growth. Offered only through the Oregon Executive M.B.A. Program.

722 Human Resource Management (3) Examines effective human resource management systems including affirmative action in employment planning, compensation theory and administration, benefits, career development, and human resource management information systems. Offered only through the Oregon Executive M.B.A. Program.

723 Formulating Corporate Strategy (3) Focuses on how corporations choose to compete. Covers the analytical techniques and planning models appropriate for making this fundamental decision. Offered only through the Oregon Executive M.B.A. Program.

724 Project and Systems Management (3) Project management systems including planning, scheduling, and implementation, cost and quality control, contract negotiations, innovations in inventory control, quality control, process and production planning. Offered only through the Oregon Executive M.B.A. Program.

725 Implementing Corporate Strategy (3) Focuses on decision making that cuts across departmental (functional area) boundaries, emphasizing integration and application of business knowledge in decision situations. Offered only through the Oregon Executive M.B.A. Program.

726 International Business Strategy (3) Focuses on the problems of operating across multiple political and cultural boundaries. Topics include international perspectives on corporate strategy, marketing, finance, and management. Offered only through the Oregon Executive M.B.A. Program.

727 Executive Seminars (4) Graded only. Application of business principles to emerging issues confronting executives in competitive environments. Interaction with executives in analyzing strategic opportunities and industry structure. Offered only through the Oregon Executive M.B.A. Program.
ACCOUNTING

364 Gilbert Hall
Telephone (503) 346-3305
Raymond D. King, Department Head

FACULTY


Emeriti


The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

The undergraduate major curriculum in the Department of Accounting is designed for students who want to prepare for a career in public, corporate, or governmental accounting or who want to embark on a management career with a strong accounting emphasis.

The department has faculty advisers who assist in curricular or career planning. Names of advisers are available from the department office along with a handout on undergraduate advising that answers commonly asked questions about the program. Each student should read the handout before meeting with an adviser.

All transfer students should see an accounting adviser before registering for upper-division course work. Frequently it is recommended that transfer students take Introduction to Financial Accounting II (ACTG 212) at the University of Oregon before registering in Financial Accounting Theory (ACTG 350) or Cost Accounting (ACTG 360).

A 2.00 grade point average (GPA) in upper-division accounting courses taken at the university is required for graduation as an accounting major with a bachelor of science or bachelor of arts degree.

Major Requirements

In addition to the general requirements of the College of Business Administration, the requirements for a major in accounting total 40 credits, including at least 24 upper-division accounting credits in residence, distributed as follows:

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 credits Introduction to Financial Accounting II (ACTG 212)</td>
<td></td>
</tr>
<tr>
<td>1 Accounting Cycle (ACTG 311)</td>
<td>3</td>
</tr>
<tr>
<td>9 Financial Accounting Theory (ACTG 350, 351, 352)</td>
<td></td>
</tr>
<tr>
<td>3 Cost Accounting (ACTG 360)</td>
<td></td>
</tr>
<tr>
<td>3 Accounting Information Systems I (ACTG 420)</td>
<td></td>
</tr>
<tr>
<td>3 Cost Accounting Information Systems I (ACTG 440)</td>
<td></td>
</tr>
<tr>
<td>3 Advanced Accounting (ACTG 450)</td>
<td></td>
</tr>
<tr>
<td>3 Introduction to Taxation (ACTG 470)</td>
<td></td>
</tr>
<tr>
<td>1 Electives in permanently numbered 400-level accounting courses</td>
<td>6</td>
</tr>
<tr>
<td>6 credits in 400-level decision-sciences courses or one 400-level decision-sciences course and Law of Business Transactions (BE 416)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Secondary Area**

When accounting is selected as a secondary subject area of concentration, 9 credits are required, distributed as follows:

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Introduction to Financial Accounting II (ACTG 212)</td>
<td></td>
</tr>
<tr>
<td>3 Two upper-division 3-credit accounting courses excluding Professional Services and Professionalism (ACTG 314) and Problems in Professional Accounting (ACTG 480)</td>
<td></td>
</tr>
</tbody>
</table>

**ACCOUNTING COURSES (ACTG)**

199 Special Studies: [Term Subject] (1–3R)

211 Introduction to Financial Accounting I (ACTG 211) (3) Financial statements prepared by accountants; emphasis on reports to stockholders and other investors. Prereq: sophomore standing.

212 Introduction to Financial Accounting II (ACTG 212) (3) Continuation of ACTG 211. Problems in determining figures to be reported for monetary and nonmonetary assets and in reporting liabilities and ownership interests. Prereq: ACTG 211, sophomore standing.

213 Introduction to Management Accounting (ACTG 213) (3) Introduction to development, presentation, and interpretation of accounting data to aid management in planning and controlling operations. Prereq: ACTG 211, sophomore standing.

311 Accounting Cycle (ACTG 311) (3) Only. A practice set that involves the full cycle of accounting work. Recording transactions in the accounting system, posting, summarization, and reporting in financial statements. Prereq: ACTG 212, junior standing.

312 Spreadsheets for Accountants (ACTG 312) (3) Rapidly builds understanding and skill with spreadsheets as powerful modeling systems for accounting and financial data accumulation, summarization, and analysis. Prereq: ACTG 212, junior standing.

314 Professions and Professionalism (ACTG 314) (3) Accounting and other professions, for profit and not for profit. Skills identification, values clarification, creativity, brainstorming, ethics and integrity, surveying, overcoming barriers, decision styles, planning career advancement. Prereq: junior standing.


360 Cost Accounting (ACTG 360) (3) Development, presentation, and interpretation of cost information for management; methods of data collection and display; problems of cost allocation; standard costs for control. Prereq: one year of college mathematics, CIS 131, MATH 243, ACTG 212, 213, junior standing.

401 Research (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R)

407 Seminar: [Term Subject] (1–4R)

408/508 Workshop: [Term Subject] (1–21R)

409 Practicum: [Term Subject] (1–3R) P/N only

410/510 Experimental Course: [Term Subject] (1–4R)

420/520 Accounting Information Systems I (ACTG 420) (3) The role of information in modern organizations; general systems design considerations; database design, accounting control, and auditing; modern data-processing technology. Prereq: ACTG 213, CIS 131, senior standing or instructor's consent.

421/521 Accounting Information Systems II (ACTG 420) (3) Contemporary topics in accounting information systems analysis and design, and electronic data-processing auditing. Prereq: ACTG 420/520, instructor's consent.

430 Accounting in Nonprofit Organizations (ACTG 430) (3) Focuses on either (1) financial administration in nonprofit organizations, emphasizing the use of fund accounting, or (2) management control of nonprofit organizations. Prereq: ACTG 212, 213, junior standing.

440/540 Introduction to Auditing (ACTG 440) (3) Financial statement examinations, audit process and environment, the audit profession, professional standards, and audit sampling. Prereq: senior or graduate standing; pre- or coreq: ACTG 352, 420/520.


450/550 Advanced Accounting (ACTG 450) (3) Contemporary issues in financial reporting. Recognition, measurement, and measurement problems of diversity, identifying cost allocation combinations, impact of standards and regulations. Prereq: ACTG 352 or 631, senior or graduate standing.


460/560 Advanced Management Accounting (ACTG 460) (3) Accounting information for managerial decision making, planning, and control. Prereq: ACTG 360, CIS 131, senior or graduate standing.

470/570 Introduction to Income Taxation (ACTG 470) (3) Income tax law with emphasis on taxation of individuals, familiarity with income tax pro-
cudres, introduction to tax research. Prereq: ACTG 213, senior standing.

471/571 Federal Income Tax Procedure (3)
The taxation of corporations, partnerships, estates, and trusts. Federal tax law and its inherent uncertainties; advanced tax research. Prereq: ACTG 470/570, senior standing.

472/572 Tax Planning (3) Tax planning opportunities in a business context. Independent research on the technical tax consequences of proposed transactions; methods of improving those consequences. Prereq: ACTG 471/571, senior standing.

480/580 Problems in Professional Accounting (3) Contemporary topics in professional accounting practice. Content varies depending on interests of students and instructor. Prereq: instructor's consent.

503 Thesis (1-16R) P/N only

506 Research (1-16R) P/N only

508 Reading and Conference: [Term Subject] (1-16R)

509 Practicum: [Term Subject] (1-3R) P/N only

601 Research (1-16R) P/N only

603 Dissertation (1-16R) P/N only

605 Reading and Conference: [Term Subject] (1-16R)

606 Special Problems (1-16R)

607 Seminar: [Term Subject] (1-5R) Recent topics are Doctoral Seminar, Financial Accounting Theory.

608 Special Topics: [Term Subject] (1-16R)

609 Practicum: [Term Subject] (1-3R) P/N only

610 Experimental Course: [Term Subject] (1-16R) International Accounting is a recent topic.

611 Accounting Concepts (3) Concepts of financial reporting and the use of accounting data for business decisions; survey of the data-creating process; asset and liability valuation; income measurement and related international issues. Master's or doctoral degree candidates only.

612 Management Accounting Concepts (3) Concepts and procedures of managerial accounting; study of cost accounting, budgeting, and control issues in domestic and multinational corporations. Master's or doctoral degree candidates only. Prereq: ACTG 611.

617 Taxation Concepts (3) Basic taxation of individuals, property transactions, corporations, partnerships, estates and trusts. Prereq: ACTG 611 or instructor's consent.

623 Managerial and Financial Accounting Analysis (3) Financial reports and decision making. Focus may be on financial statement analysis and evaluation, managerial decision making, or tax planning for managerial decision makers. Prereq: ACTG 611, 612.


631 Financial Accounting II (3S) Financial accounting for assets, liabilities, and equities; emphasis on technical aspects of financial accounting. Master's or doctoral degree candidates only. $ with ACTG 630, 632.

632 Financial Accounting III (3S) Accounting for partnerships, business combinations, and the consolidation of financial statements. Extensive coverage of financial statement analysis. Master's or doctoral degree candidates only. $ with ACTG 630, 631.

635 Accounting for Multinational Corporations (3) Expands students' knowledge of domestic company reporting issues by examining some financial and managerial reporting issues faced by multinational corporations and their managers. Prereq: ACTG 612, graduate standing.

642 Auditing Concepts (3) Analysis and criticism of traditional auditing philosophy and theory. Contemporary auditing research. Seminar content varies from year to year with changing interests of participants. Prereq: ACTG 540 or instructor's consent.

652 Accounting Theory (3) Readings in accounting literature; current controversial areas in accounting and information theory including the conceptual framework underlying accounting reports to external users. Prereq: ACTG 630, instructor's consent.

655 Development of Accounting Thought (3) The development of accounting including historical, methodological, and regulatory aspects. Contemporary trends in research. Prereq: ACTG 631 or instructor's consent.

662 Management Accounting Theory (3) Readings in managerial accounting and related literature. Topics may include a wide range of planning and control issues in both profit and nonprofit institutions. Prereq: instructor's consent.

665 Management Control Systems (3) The design of formal management control systems: the nature of management control, the concept of information, human behavior in organizations, goals and strategies. Current systems as applied in practice. Prereq: ACTG 612 or equivalent.

The undergraduate major curriculum in the Department of Decision Sciences is designed for students who want to prepare for a career in applied statistics or management science or a management career with a strong emphasis in these areas. Majors in decision sciences must complete work in basic mathematics through calculus (equivalent of MATH 241, 242, 243 or MATH 251, 252, 253). Additional courses in mathematics, econometrics, and computer science are highly recommended.

Major Requirements
A total of 15 credits are required in addition to the general business requirements of the college:

Required Courses
15 credits

Applied Regression Analysis (DSC 435) .................. 3
Introduction to Management Science (DSC 445) ............ 3
Three additional 400-level decision-sciences courses approved by a faculty adviser ..................... 9

Secondary Area
Nine credits are required for a secondary subject area in decision sciences: DSC 435 and 445 and one additional 400-level course in decision sciences.

DECISION SCIENCES COURSES (DSC)

199 Special Studies: [Term Subject] (1-3R)


330 Business Statistics (3) Review and applications of hypothesis testing. Regression analy-
s, experimental design, time series, and nonparametrics. Prereq: MATH 243 or equivalent, junior standing.

335 Concepts of Production and Operations Management (3) Planning and control of operations with respect to products, processes, equipment, and job design. Planning, forecasting, scheduling, maintenance, and inventory activities. Prereq: DSC 330 or equivalent, junior standing.

401 Research (1–21R)
403 Thesis (1–6R)
405 Reading and Conference: [Term Subject] (1–3R)
406 Special Problems (1–21R)
407 Seminar: [Term Subject] (1–3R)
409 Practicum: [Term Subject] (1–6R) P/N only

410/510 Experimental Course: [Term Subject] (1–4R)


430/530 Applied Analysis of Variance (3) Design of experiments in business administration: models and methods for analysis of variance in measurement data including single and multifactor treatments in completely randomized and block designs. Prereq: MATH 242, DSC 330 or equivalents.


455/555 Production Systems Analysis (3) Application of management-science techniques to production systems. Aggregate production planning, project planning, job scheduling, and inventory control. Extensive use of case materials. Prereq: DSC 335 or 613.

460/560 Simulation of Industrial Systems (3) Model construction, validation, and tests: design and analysis of simulation experiments; case applications in business and economics. Prereq: MATH 242, DSC 335.

470/570 Synthesis and Design of Industrial Systems (3) Applications of systems analysis and operations management to planning and design of industrial systems. Students work in teams under faculty supervision. Prereq: DSC 455/555.

503 Thesis (1–16R) P/N only
501 Research (1–16R) P/N only
503 Dissertation (1–16R) P/N only
505 Reading and Conference: [Term Subject] (1–3R)
507 Seminar: [Term Subject] (1–3R)
509 Practicum: [Term Subject] (1–6R) P/N only

435/535 Applied Regression Analysis (3) Statistical analysis when data do not conform to parametric assumptions. Tests using nominal or ordinal data; one, two, or more samples; goodness-of-fit tests. Prereq: DSC 611 or equivalent.


633 Applied Nonparametric Statistics (3) Statistical analysis when data do not conform to parametric assumptions. Tests using nominal or ordinal data; one, two, or more samples; goodness-of-fit tests. Prereq: DSC 611 or equivalent.


FINANCE

164 Gilbert Hall
Telephone (503) 346-3353

Larry Y. Dann and M. Megan Partch, Department Heads

FACULTY


Emeritus

Richard W. Lindholm, professor emeritus (taxation); dean emeritus, business administration. A.B., 1933, Gustavus Adolphus; M.A., 1938, Minnesota; Ph.D., 1942, Texas. (1958)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

The Department of Finance offers courses in finance, real estate, and business economics. For undergraduate students with majors in the College of Business Administration, the department offers a major in finance and secondary subject areas in both finance and real estate.

The finance curriculum is designed to impart an understanding of the various areas and principles of finance and to provide students with analytical techniques. Courses on financial institutions, markets, financial management, and investments provide an understanding of the application of financial analysis and decision making to the solution of business problems. Special attention is given to the relation of financial policies and operations to the functioning of business firms within the economic system.

Major Requirements

In addition to the general requirements of the College of Business Administration, the undergraduate major in finance requires 15 credits, distributed as follows:

**Required Courses** 15 credits

- The Financial System (FINL 314) ...................... 3
- Financial Analysis (FINL 372) ...................... 3
- Investments (FINL 380) ...................... 3
- Advanced Financial Management (FINL 473) ....... 3
FINANCE COURSES (FINL)

One course from Taxation Topics (FINL 323), Financial Management of Real Estate (FINL 341), Financial Institutions and Markets (FINL 462), International Finance and Investment (FINL 463)...

Students who major in finance are urged to take a secondary subject area in accounting or, at least, to take Introduction to Financial Accounting II (ACTG 212)

Secondary Areas

The Department of Finance oversees secondary subject areas in finance and in real estate. A secondary subject area in finance requires 9 credits, distributed as follows:

Required Courses 9 credits
The Financial System (FINL 314) ........................... 3
Financial Analysis (FINL 372) ............................. 3
Investments (FINL 380) ..................................... 3

A secondary subject area in real estate is designed to provide exposure to the development, financing, marketing, and management of real estate. It requires 9 credits, distributed as follows:

Required Courses 9 credits
Financial Management of Real Estate (FINL 341) ....... 3
Real Estate Finance (FINL 446) ............................ 3
Real Estate Investment Analysis (FINL 447) ............. 3

FINANCE COURSES (FINL)

199 Special Studies: [Term Subject] (1-3R)
240 Survey of Real Estate (3) P/N only. Basic buy, sell, and lease transactions. The law, brokerage, financing, and administration of real estate. Not open to College of Business Administration majors, prebusiness students with junior standing or above, or students who have taken FINL 341.

281 Personal Economic and Financial Planning (3) P/N only. Alternative savings outlets including insurance, pension funds, deposits at commercial banks or thrift institutions, investment in real estate, stock and mutual fund ownership. Not open to College of Business Administration majors or prebusiness students with junior standing or above.

283 The Stock Market and Investing (3) P/N only. Investments and the stock market; securities and approaches to security selection. Not open to College of Business Administration majors or prebusiness students with junior standing or above, or students who have taken FINL 380.

311 Managerial Economics (3) Application of microeconomic tools to the operation of the firm. Emphasis on basic theoretical concepts, their empirical measurement, and their application to real problems. Prereq: EC 201, MATH 242, junior or senior standing. Students cannot receive credit for both EC 311 and FINL 311.

314 The Financial System (3) The financial system of the United States, emphasizing functions and behavior of financial markets and institutions. Interest rates and financial instruments. The Federal Reserve System. Prereq: EC 202 or equivalent, junior or senior standing. Students cannot receive credit for both FINL 314 and EC 370.

316 Financial Management (3) Corporate financial policies, management of liquid assets, selection among alternative investment opportunities, funds acquisition, dividend policies, determination of the optimal debt-equity mix. Prereq: ACTG 213, junior or senior standing.

323 Taxation Topics (3) Individual income, consumption, payroll, estate and gift, and property and wealth taxes. Emphasis on the economic impact of taxes and their influence on individual and business decisions. Prereq: EC 202, FINL 311, junior or senior standing.

341 Financial Management of Real Estate (3) Real property and property rights; real estate industry and markets; locational analysis, management, subdivision and land development; financing; land use competition. Prereq: FINL 316, junior or senior standing.

372 Financial Analysis (3) Tools of analysis for forecasting financial requirements, working capital management, and capital investment decisions. Prereq: FINL 316, junior or senior standing.

380 Investments (3) The economic and investment environment as it relates to security investment decisions; investment objectives; portfolio policies for individual and institutional investors. Prereq: FINL 316, junior or senior standing.

401 Research (1-2R)
403 Thesis (1-2R)
405 Reading and Conference: [Term Subject] (1-2R)

406 Special Problems (1-2R)
407 Seminar: [Term Subject] (1-4R)
410/510 Experimental Course: [Term Subject] (1-4R) Current topics are Advanced Investments and Corporate Real Estate.

446 Real Estate Finance (3) Mortgages, trust deeds, and land contracts; financing techniques and costs of borrowing and lending; the importance of real estate finance in a valuation framework. Prereq: FINL 341 or equivalent or instructor's consent, junior or senior standing.

447 Real Estate Investment Analysis (3) Valuation models and the impact of depreciation, financing, taxes, management, and holding period on investment values of property and on rates of return on equity. Prereq: FINL 446 or instructor's consent, junior or senior standing.

462 Financial Institutions and Markets (3) Different types of financial institutions; management of assets, liabilities, and capital; description of regulatory and legal environment. Prereq: FINL 314, junior or senior standing.

463 International Finance and Investment (3) Topics may include balance of payments, determination of interest rates; differences in rates on different securities; the mathematics of bond prices; debt portfolio strategy. Prereq: FINL 614, 616 or equivalents or instructor's consent.

601 Research (1-16R) PIN only
603 Dissertation (1-16R) PIN only
605 Reading and Conference: [Term Subject] (1-12R)

607 Seminar: [Term Subject] (1-5R)
608 Special Topics: [Term Subject] (1-12R)

610 Experimental Course: [Term Subject] (1-5R)

611 Managerial Economics (3) Use of microeconomic analysis in managing organizations and identifying effects of government policies on organizations; supply and demand analysis; factors determining costs and prices in market-based economics.

614 Economic Policy and Financial Markets (3) Money and credit and their influence on product demand, supply, and price levels; the Federal Reserve System, monetary and fiscal policy, and international economic implications.

616 Financial Management (3) Analysis of risk, capital budgeting, dividend policy, financing mix, capital acquisition, and working-capital decisions and their effect on the value of the firm. Prereq: one accounting course, FINL 611 or equivalent.

630 Business Conditions Analysis and Forecasting (3) Trends and determinants of private business activity, employment and economic growth, theoretical models and forecasting techniques. Prereq: FINL 611 or equivalent.

641 Real Estate Economics (3) Economics of use and reuse of real property in United States institutional framework; economic base analysis. Prereq: FINL 611 or equivalent.

646 Real Estate Finance and Investment (3) Discounted cash flow analysis, using Lotus 1-2-3, to interrelate the physical, institutional, and economic faces of real estate for value decisions. Prereq: FINL 616 or equivalent.

663 International Finance and Investment (3) The international monetary system and its implications for exchange rate determination. Determinants of foreign investments, characteristics of international financial institutions, and the relationship between international and domestic markets. Prereq: FINL 614 or equivalent.

665 The Money and Bond Markets (3) Major short- and long-term debt instruments; determination of interest rates; differences in rates on different securities; the mathematics of bond prices; debt portfolio strategy. Prereq: FINL 614, 616 or equivalents or instructor's consent.

667 Financial Institutions (3) Management policies of financial institutions including liquidity, liability, asset, and capital management; the legal, economic, and regulatory environment, and implications for management; changing trends in financial markets. Prereq: FINL 614, 616 or equivalents or instructor's consent.

671 Theory of Finance (3) Development of financial principles related to problems of valuation; capital acquisitions; dividend policies; choice among financing alternatives. Prereq: FINL 616 or equivalent.

673 Problems in Finance (3) Cases dealing with financial analysis, working-capital management, valuation, and firm investment and financing decisions. Prereq: FINL 616 or equivalent.

683 Concepts of Investments (3) Securities markets; risk-return characteristics of investment media; concepts of security analysis; investment and portfolio strategies of indi-
individual and institutional investors. Prereq: FINL 616 or equivalent.

688 Investment Administration (3) Current controversies in investment analysis and administration. Topics may include futures and options markets, insider trading, the impact of institutional investors, and portfolio performance evaluation. Prereq: FINL 683 or equivalent.

MANAGEMENT
219 Gilbert Hall
Telephone (503) 346-3339
Warren B. Brown, Department Head

FACULTY
Gregory S. Hundley, associate professor (industrial relations, human resource management, compensation and benefits); director, Institute of Industrial Relations; B.Com., 1972, Western Australia; Ph.D., 1981, Minnesota. (1983)
Donald E. Lytle, senior instructor (human resources, small-business management); director, business administration undergraduate programs. B.A., 1953, Washington (Seattle); M.B.A., 1976, Oregon. (1976)

Adjunct

Emeriti

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

The Department of Management offers courses designed to prepare students for careers involving managerial responsibility in private and public organizations. A variety of courses focus on topics such as corporate strategy, organizational behavior, human resource management, organization design, and international management.

Students majoring in management must complete 15 credits in upper-division courses including Human Resources Management (MGMT 322). The remaining 12 credits may be selected from Organization Design and Effectiveness (MGMT 355), Experimental Course: Staffing (MGMT 410), Compensation Administration (MGMT 413), Employment Policies and Practices (MGMT 414), Leadership and Group Processes in Organizations (MGMT 416), International Management (MGMT 420), Collective Bargaining (MGMT 439), or an upper-division management elective chosen from a list of designated courses. A complete description of the management major options is available in the management department office.

Secondary Subject Area
Students selecting management as a secondary area are required to complete Human Resource Management (MGMT 322), Organization Design and Effectiveness (MGMT 355), and an upper-division management elective chosen from a list of designated courses.

MANAGEMENT COURSES (MGMT)
206 Fundamentals of Management (3) Survey of management theory with emphasis on the functional and task requirements of management. Topics include planning, staffing, controlling, leadership, and creativity in business organizations. Not open to admitted business majors.
310 Management Communication (3) Practice in planning, organizing, and delivering oral business presentations. Emphasis on immediate instructor and peer evaluation of no fewer than three presentations per student. Prereq: introductory speech course, junior standing or above. Not offered 1992–93.
321 Management and Organizational Behavior (3) Human behavior in work organizations. Nature of organizations, models of organization design, work structuring, motivation and performance, group and intergroup behavior, influence processes, and planned change. Prereq: junior standing or above.
322 Human Resources Management (3) Management of relations between an organization and its personnel; building and maintaining a productive work force and providing job satisfaction and career opportunity. Prereq: MGMT 321 or equivalent, junior standing.
340 Small-Business Management (3) General management principles for establishing and
maintaining a small business. Adapting business strategies to a small-business environment. Prereq: junior standing.

355 Organization Design and Effectiveness (3) Examines issues of organization design and effectiveness as well as managerial processes and organization-environment relations. Prereq: MGMT 321 or equivalent, junior standing.

401 Research (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R)

407 Seminar: [Term Subject] (1–4R)

409 Practicum: [Term Subject] (1–21R) P/N only


413 Compensation Administration (3) Salary and wage policies that contribute to organizational control. Behavioral science and economic foundations of compensation. Institutional settings and operating tools. Wage incentives and management compensation. Prereq: MGMT 322 or equivalent.

414 Employment Policies and Practices (3) Employment legislation as it pertains to human resource policies and practices including affirmative action, the equal employment opportunity, the Occupational Safety and Health Act, and equal employment opportunity. Prereq: MGMT 322 or equivalent.

416 Leadership and Group Processes in Organizations (3) Leadership roles in the design and management of effective work groups; decision making, norms, conformity, cohesiveness, group formation, and group performance. Prereq: MGMT 321 or equivalent.

420 International Management (3) Examines cross-cultural influences on the practice of management, including communication and control, decision making, motivation, leadership, design of multinational firms, and expatriate managers. Prereq: MGMT 321 or equivalent.

439 Collective Bargaining (3) Relations between unions and management under existing law and custom. Negotiations of the labor agreement; grievance handling and agreement administration; arbitration. Prereq: MGMT 340 recommended.

440 Case Studies in Small Business (3) Analysis of small-business problems through consultation with local small businesses. Field projects arranged in conjunction with the Small Business Institute of the United States Small Business Administration. Prereq: senior standing, instructor’s consent; MGMT 340 recommended.

453 Business Policy and Strategy (3) Interdependence of the different departments of a business concern. Provides an integrated view of business operations and a basic grasp of policy problems in several industries. Prereq: ACTG 213, MKTG 311, FINL 316, MGMT 321, DSC 335, senior standing, formal admission to a major in the College of Business Administration.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

607 Seminar: [Term Subject] (1–5R)

608 Special Topics: [Term Subject] (1–16R)

609 Practicum: [Term Subject] (1–16R) P/N only

610 Experimental Course: [Term Subject] (1–5R) Recent topics include Arbitration and Conflict Resolution, Global Strategy, Industry Analysis and Competitive Behavior, Training and Development.

611 Managing Organizations (3) Design and operation of organizations as well as individual, interpersonal, and group behavior within them. Implications for managing people in organizational and cultural contexts.

631 Motivation and Quality of Working Life (3) Contemporary theories of work motivation, job performance and satisfaction, reward systems, goal setting, job design, sociotechnical systems analysis, and organization change. Prereq: MGMT 611 or equivalent.

632 Employment Law and Legislation (3) The role of government policy and regulatory actions in the employment activities of organizations. Affirmative action, Occupational Safety and Health Act, age and sex discrimination, benefits regulation, and collective bargaining.

633 Employee Benefits (3) Principles of risk management; statutory benefits programs, health and medical expense insurance, pension and retirement planning, employee stock ownership, profit sharing, and employee assistance plans. MGMT 634 recommended.

634 Human Resources Management (3) Policies and practices for recruitment, selection, performance appraisal, reward systems, labor-management relations. Integration of human resource systems with management functions and corporate strategy. Prereq: MGMT 611 or equivalent.

635 Recruitment and Selection (3) Techniques for effective recruitment and selection of employees. Topics include staffing, interviewing, biographical data, assessment centers, employee testing, and utility analysis. Prereq: MGMT 634.

636 Compensation Theory and Administration (3) Review of compensation theory from the economic, social, and behavioral sciences. Compensation systems for position evaluation, design of wage structures, performance review, and incentives. Prereq: MGMT 611 or equivalent or instructor’s consent.

639 Labor-Management Relations (3) Management-union bargaining relationships in the context of organizational employment objectives; constraints imposed by industrial relations systems; contribution of bargaining theory and industry studies to explanation of bargaining processes.

641 Designing Effective Organizations (3) Strategies for studying organizations. Organization structure and design; impact of the environment and technology, related management problems. Case examples. Prereq: MGMT 611 or equivalent.

642 Managerial Problem Solving (3) Behavioral foundations that underlie managerial problem solving and decision making in groups and organizations; formulation and implementation of programmed and unprogrammed decisions. Prereq: MGMT 611 or equivalent. Not offered 1992–93.


645 Problems in International Business (3) Operation v. licensing; control v. joint venture; taxation, labor, and marketing, managerial training, cooperation with national planning authorities, public development banks, and industrial corporations. MKTG 675 recommended.

646 Internship in Export Planning (3) Provides the experience of working with a company or firm to do a feasibility study of marketing a particular product or service and establishing operations in a country of the firm’s choosing. Prereq: MGMT 645. Not offered 1992–93.

647 International and Comparative Management (3) The diverse roles of the manager in multinational enterprises; international human resource management policy. Prereq: MGMT 611 or equivalent.

670 Research Methods in Organizations (3) Procedures for interpreting behavioral research in organizational settings. Design of research projects, including problem definition, theory building, selection of a sample measurement, data analysis, and ethical considerations. For Ph.D. and advanced master’s degree students. Prereq: MGMT 611, DSC 611 or equivalents or instructor’s consent.

671 Theory and Research in Organizational Behavior (3) Behavioral research on organizations and people at work. Job attitudes and performance, employee socialization processes, turnover and absenteeism, leadership and group-influence processes. For Ph.D. and advanced master’s degree students. Prereq: MGMT 611 or equivalent or instructor’s consent.

672 Theory and Research in Organization and Management (3) Organization design and technology; study of people at work. Job attitudes and performance, employee socialization processes, turnover and absenteeism, leadership and group-influence processes. For Ph.D. and advanced master’s degree students. Prereq: MGMT 611 or equivalent or instructor’s consent.

673 Theory and Research in Human Resources Management (3) Topics may include strategic human resource management, staffing, performance evaluation, training and development, reward systems, collective bargaining, and industrial relations theory. For Ph.D. and advanced master’s degree students. Prereq: MGMT 634 or equivalent or instructor’s consent.
The Department of Marketing offers courses in marketing and business environment. For students of business administration, the department offers both an undergraduate major and a secondary subject area in marketing.

The marketing program is designed to provide preparation for careers relating the producer and the consumer. Special attention is given to the contributions of the behavioral sciences and of quantitative methods to the study of marketing. The program includes detailed study of the application of principles of management analysis to marketing problems.

**Major Requirements**

In addition to the general business requirements of the Undergraduate School of Business, 15 credits are required, distributed as follows:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Consumer Behavior (MKTG 361)</td>
<td>3</td>
</tr>
<tr>
<td>Marketing Research (MKTG 460)</td>
<td>3</td>
</tr>
<tr>
<td>Marketing Strategy and Policies (MKTG 464)</td>
<td>3</td>
</tr>
<tr>
<td>Two electives chosen from Business Logistics (MKTG 350), Retail Administration (MKTG 365), Seminar (MKTG 407) with department head's consent, Entrepreneurship (MKTG 430), Marketing Communications (MKTG 462), Quantitative Analysis in Marketing (MKTG 463), Sales Management (MKTG 467), Industrial Marketing and Purchasing (MKTG 469), International Marketing Management (MKTG 475)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Secondary Areas**

9 credits are required for a secondary subject area in marketing, distributed as follows:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>9 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Consumer Behavior (MKTG 361)</td>
<td>3</td>
</tr>
<tr>
<td>Marketing Research (MKTG 460)</td>
<td>3</td>
</tr>
<tr>
<td>Marketing Strategy and Policies (MKTG 464)</td>
<td>3</td>
</tr>
</tbody>
</table>

**MARKETING COURSES (MKTG)**

311 Marketing Systems and Demand Analysis (3) Consumer and industrial markets; market segmentation; product, price promotion, and distribution decisions; marketing channels for goods and services; nonprofit marketing; management controls. Prereq: EC 201, 202, junior standing.

350 Business Logistics (3) Managing the care and protection of material in movement and in storage including transportation, warehousing, inventory control, order processing, and customer service; logistic organization; strategy and controls.

361 Analysis of Consumer Behavior (3) Relevant concepts from cultural anthropology, sociology, and psychology applied to problems encountered in marketing to various consumer groups. Prereq: MKTG 311 or instructor's consent, junior standing.

365 Retail Administration (3) Structure and practice of retailing including direct marketing; efficiency in the retail sector; management of price and nonprice competition. Prereq: MKTG 311, 361 or instructor's consent, junior standing.

401 Research (1–21R) Prereq: instructor's and department head's consent.

405 Reading and Conference: [Term Subject] (1–21R) Prereq: instructor's and department head's consent.

406 Special Problems (1–21R) Prereq: instructor's and department head's consent.

407 Seminar: [Term Subject] (1–4R) Prereq: instructor's and department head's consent.

409 Practicum: [Term Subject] (1–21R) P/N only. Prereq: instructor's and department head's consent.

410/510 Experimental Course: [Term Subject] (1–4R)


460 Marketing Research (3) Influence of marketing research on the decision-making process. Problem formulation, exploratory research, research design, basic observational and sampling requirements, data analysis, interpretation, and reporting. Prereq: MKTG 311, DSC 330 or instructor's consent.

462 Marketing Communications (3) Advertising and sales promotion as formal channels of communication; economics of advertising and sales promotion; marketing communications as they relate to the public and to public policy. Prereq: MKTG 311, 361 or instructor's consent.

463 Quantitative Analysis in Marketing (3) Analytical methods, tools, and models for marketing decision making with emphasis on the major elements of the marketing mix. Prereq: MKTG 311, DSC 330 or instructor's consent.


467 Sales Management (3) Basic principles of the selling process and their applications; functions involved in managing a sales organization; sales forecasting, recruiting, training, compensation, and analysis and control. Prereq: MKTG 361 or instructor's consent.

469 Industrial Marketing and Purchasing (3) Market breakdown problems of manufacurers of industrial goods, such as machinery and equipment, raw and semifabricated materials, industrial supplies, and component parts. Prereq: MKTG 311.

475 International Management (3) Study of marketing methods in the international environment. Prereq: MKTG 311 or instructor's consent.

503 Thesis (1–16R) P/N only. Prereq: instructor's and department head's consent.

601 Research (1–16R) P/N only. Prereq: instructor's and department head's consent.

602 Supervised College Teaching (1–5R) Prereq: instructor's and department head's consent.

603 Dissertation (1–16R) P/N only. Prereq: instructor's and department head's consent.

605 Reading and Conference: [Term Subject] (1–16R) Prereq: instructor's and department head's consent.

607 Seminar: [Term Subject] (1–5R) Prereq: instructor's and department head's consent.

608 Special Topics: [Term Subject] (1–12R) Prereq: instructor's and department head's consent.
609 Practicum: [Term Subject] (1-16R) P/N only. Prereq: instructor's and department head's consent.

610 Experimental Course: [Term Subject] (1-5R)

611 Market Dynamics and Segmentation (3) Analysis of demographic, cultural, sociological, and psychological variables on consumer and industrial consumption behavior. Application of advanced segmentation techniques to discover useful market segments. Prereq: DSC 611.

612 Marketing Management (3) Focuses on manipulating the marketing mix to provide a competitive advantage in market segments. Covers internal and external systems and issues confronting the marketing manager. Prereq: MKTG 611.


665 Marketing Problems and Policies (3) Relationship between marketing and other functional areas of a business. Emphasis on case analysis as a means of acquiring both planning and operational skills. Prereq: MKTG 660 and one other graduate course in marketing.


670 Problems in Forest Industries Management (3) Marketing strategy in forest products companies. Relationship between marketing and other functional areas of a resource-based industry including production, finance, and resource management. Prereq: MKTG 611, 612.

675 Multinational Marketing Management (3) Management of marketing activities to and in foreign countries as they relate to the process whereby a business concern creatively adapts to the international environment within which it operates. Prereq: MKTG 611, 612.

686 Marketing Concepts and Theory (3) Application of theoretical concepts in the social sciences to the development of a theory of marketing. Prereq: doctoral standing or instructor's consent.

687 Theory and Research in Marketing Management (3) Application of marketing concepts and of economics, management science, and behavioral science to the management of the product, price, promotion, and distribution variables. Prereq: doctoral standing or instructor's consent.

688 Theory and Research in Marketing Information (3) Methodologies of surveys, observations, experimentation, and simulation as methods of obtaining information for decision making. Prereq: doctoral standing or instructor's consent.

689 Theory and Research in Consumer Behavior (3) The applicability of behavioral theories and methodologies to the understanding of the consumption process. Prereq: doctoral standing or instructor's consent.

BUSINESS ENVIRONMENT COURSES (BE)

101 Introduction to Business (3) Influences of the historical, social, political, and economic environments within which business operates; adjustment to changes in these environments; interrelationships of major functional areas of business. Not open to upper-division majors in the College of Business Administration.


326 Law of Business Organization (3) Law of agency; master-servant relationship including elementary labor law; law of business organizations including corporations, partnerships, and other forms of business associations; securities regulations. Prereq: BE 226, junior standing.

401 Research (1-21R) Prereq: instructor's and department head's consent.

405 Reading and Conference: [Term Subject] (1-21R) Prereq: instructor's and department head's consent.

406 Special Problems (1-21R) Prereq: instructor's and department head's consent.

407 Seminar: [Term Subject] (1-4R) Prereq: instructor's and department head's consent.

408 Practicum: [Term Subject] (1-21R) P/N only. Prereq: instructor's and department head's consent.

510/510 Experimental Course: [Term Subject] (1-4R)

418 Law of Business Transaction (3) The several fields of law related to business: negotiable instruments; sales of personal property; security devices for credit transactions; creditor and debtor relations. Prereq: BE 226.

425 Business Enterprise and Social Responsibility (3) Governmental regulations; trade associations and other special-interest groups; relation of management policies to growth of corporate enterprise, public policy, and responsibilities of business management. Prereq: senior standing.

503 Thesis (1-16R) P/N only. Prereq: instructor's and department head's consent.

601 Research (1-16R) P/N only. Prereq: instructor's and department head's consent.

602 Supervised College Teaching (1-5R) Prereq: instructor's and department head's consent.
The College of Education offers academic degree programs at the master’s and doctoral levels as indicated in the Academic Majors and Minors and Graduate School sections of this bulletin. Basic certification in music, foreign language, and special education are offered in the graduate-level, fifth-year teacher education program. Academic work for the standard credential is also included in this program. Graduate program specializations include counseling psychology; educational policy and management; educational psychology and school psychology; special education including severely handicapped learner, handicapped learner, resource consultant, behavior disorders, early childhood education, rehabilitation, and adult services; and communication disorders and sciences.

Licensure Programs

1. Administrative License: basic and standard credentials for administrator and superintendent
2. Communication Disorders and Sciences: basic and standard levels of the speech-impaired endorsement
3. School Psychologist: basic and standard endorsement
4. Special Education: basic and standard mildly, handicapped learner and severely handicapped learner endorsements
5. Secondary Education: basic and standard programs in foreign languages (French, German, Russian, Spanish) and music. The foreign language and music programs require four terms of sequential, full-time study. Academic courses emphasize curriculum design, teaching methods, classroom management, assessment of pupil learning, and diversity in the school population. Concurrent field experiences provide the opportunity to develop instructional skills and demonstrate competence in the classroom.

Admission

The College of Education follows general university policy in its basic admission procedures, as found in the Graduate School section of this bulletin. Students transferring to the university from other institutions must meet university entrance requirements. Specific programs within the College of Education may have additional requirements for admission as well as limitations on the number of students admitted. Prospective students are urged to check admission requirements carefully with the division or instructional area in which they intend to enroll.

Students seeking entry to the music or foreign language teacher education and special education programs must undergo the screening and admission process for the specific program. If previously enrolled in a teacher education program at another institution, students must obtain a release from that program.

Information on admission to basic licensure programs may be obtained from the office of the appropriate division’s associate dean or from the College of Education’s Office of Teacher Certification, 102 Education Building. Information about admission to graduate study is available from the division of the college that offers the program of interest.

Glossary of Terms

In addition to the academic terms defined in the Reader’s Guide to the General Bulletin section of this bulletin, the College of Education uses certain terms specific to the preparation and licensing of professional personnel for the public schools. They include the following:

Certification. See Licensure.
Endorsement. A phrase added to the teaching license that indicates the grade level, teaching specialty, or subject matter the teacher is qualified to teach. A license may have more than one endorsement.
K–12. Kindergarten through twelfth grade.
Licensure. The process of obtaining a license to work in the public schools. A basic license and endorsement is the initial credential, usually based on a bachelor’s degree and specific preparation in professional education. Standard license requirements are based on rules adopted by the Oregon Teacher Standards and Practices Commission and depend on the date the first basic license was completed.

Mainstreaming. The integration of students with and without handicaps in a regular public school classroom for at least a portion of their instructional program.

National Council for Accreditation of Teacher Education (NCATE). The national accreditation agency for programs in teacher education.

Practicum. A field experience in a public school that is part of a licensure or endorsement program. It is taken for credit and precedes the final field experience or student teaching experience for teacher education.

Teacher Standards and Practices Commission (TSPC). The agency authorized by the Oregon Legislative Assembly to license people to teach in or administer Oregon public schools. Licensure and endorsement programs must be approved by the TSPC.

The TSPC issues the appropriate credentials upon the university’s recommendation that the applicant has successfully completed the relevant approved program and, in the judgment of the institution, has the personal qualifications to serve as a teacher, administrator, or personnel service specialist.

Questions about licensure should be directed to the Office of Teacher Certification, 102 Education Building.

Transdisciplinary. A collaborative approach to the delivery of services to people with handicaps. It requires that members from various disciplines extend, enrich, and expand their own professional roles as well as exchange, release, and support each other’s roles.

Technology in Education Services

In 1983 the College of Education, with Eugene School District 4J, Lane Educational Service District (ESD), Oregon Total Information Systems (OTIS), and several university programs, combined a number of training and research programs that share an interest in service and research into the uses of microcomputers and other forms of technology in education. These programs, housed in the Education Building, include the Career Information System, Center for Advanced Technology in Education, ERIC Clearinghouse on Educational Management, and Oregon School Study Council, the International Society for Technology in Education (ISTE), and the Technology Education Center.
The Educational Resources Information Clearinghouse (ERIC/CEM) is part of ERIC's nationwide network of information processing and analysis centers. Currently there are sixteen clearinghouses located across the country. One of the original units in the ERIC system, ERIC/CEM has been located at the university since June 1966. ERIC/CEM's specific task is to monitor, acquire, index, and abstract literature pertaining to educational management. By processing this literature for announcement through the ERIC system and by producing research analysis publications, the clearinghouse seeks to facilitate the exchange of information between producers and users of educational knowledge. Its research analysis products help synthesize what is most current and topical in the literature within its scope.

ERIC/CEM's scope includes all aspects of the administration, governance, and structure of public and private educational organizations at the elementary and secondary levels as well as the provision of facilities for their operation. Relevant topics include finance, law, personnel, instructional leadership, public relations, planning, curriculum development, facility design, and equipment.

International Society for Technology in Education
Telephone (503) 346-4414
David G. Moursund, Executive Officer

The International Society for Technology in Education (ISTE) was founded in 1979 to foster appropriate instructional use of interactive technology throughout the world.

Today ISTE is the largest professional organization for computer educators at the precollege level. The nonprofit society is supported by more than 14,000 members and more than fifty organizations of computer-using educators. These state or regional organizations average 500 members each.

ISTE's goals are to:
- provide a prominent information center and source of leadership to communicate and collaborate with educational professionals, policy makers, and other organizations
- maintain a strong geographical or regional affiliate membership to support and respond to grassroots efforts to improve the educational use of technology
- foster an active partnership between businesses and educators in computer-based technology in education


Oregon School Study Council
Telephone (503) 346-5043
Philip K. Piele, Executive Secretary

The Oregon School Study Council (OSSC) is an association of Oregon school districts working together on problems of common concern. It is a service and dissemination unit, publishing information on significant educational programs functioning successfully throughout the state.

The OSSC also arranges conferences and provides other services of interest to its members. Organized in 1957, the OSSC is supported jointly by the dues of its members and by the College of Education. The OSSC is administered by a governing board, composed of representative administrators and school board members, in cooperation with the executive secretary, who is a College of Education faculty member.

The OSSC issues two series of publications, the OSSC Report, a digest of informative articles and ideas for educational leaders and board members, and the monthly Bulletin, which describes outstanding practices in Oregon schools. Other services include conferences and workshops on topics of common concern, consultation on school budget and bond referenda, a loan service of library and research materials, and enrollment projections.

Technology Education Center
Telephone (503) 346-1670
Terry Kneen, Coordinator

The Technology Education Center provides access to technology and training for members of the College of Education. Several computer platforms and multimedia devices provide basic computing and e-mail services, while the center's staff offers instructional support. The center has a large selection of computer software and research tools including an online version of ERIC (Educational Resources Information Center) that can be accessed from most workstations in the College of Education.

COUNSELING PSYCHOLOGY

130 Education Building
Telephone (503) 346-5501
Gerald D. Kranzler, Acting Associate Dean

FACULTY


Winston H. Morrill, professor (college counseling, career and personal development, supervision); coordinator, DeBusk center. B.S., 1960, M.S., 1961, Brigham Young; Ph.D., 1966, Missouri, Columbia. (1990)


Counseling Program

Carol Kretz, courtesy professor. See Psychology


Emeriti


The Division of Counseling Psychology offers master's and doctoral degrees. The division includes the DeBusk Memorial Center, which provides training experiences in counseling and in school psychology.

In addition to its degree programs, the division provides a variety of service courses to other College of Education and university programs.

The counseling psychology division offers integrated programs of classroom, practicum, and field experience leading to graduate degrees at both the master's and doctoral levels. Information on university policies and procedures is available from the Office of Graduate School Records, 124 Education Building, and in the Graduate School section of this bulletin.

Careers. At the master's degree level, the division offers a generic program of studies in counseling designed to prepare professional practitioners for work in a wide variety of community settings: mental health centers, employment service offices, community college counseling centers, juvenile corrections agencies, human resources development programs, career counseling agencies, pastoral counseling settings, family counseling centers, and business and industry.

Recent graduates with doctoral degrees in counseling psychology are employed as counselors in university and college counseling centers, directors of guidance in public school districts, counseling psychologists in state and veterans' hospitals, university administrators and teachers, researchers, government and industrial research psychologists, consulting psychologists, program administrators, and counseling psychologists in private practice.

Degrees Granted

Master's Degrees. The counseling psychology program offers master of arts (M.A.), master of science (M.S.), and master of education (M.Ed.) degrees in counseling. For the M.A. degree, the candidate must demonstrate proficiency in one foreign language. For the M.Ed., the candidate must have a valid teaching certificate and have completed at least one year of successful classroom teaching.

Doctoral Degrees. The doctoral program leads to the Ph.D. degree in counseling psychology. In addition to other requirements, the Ph.D. requires a dissertation with high-quality scholarship; it is intended for students with the ability and motivation to make a significant contribution to the field through teaching, scholarly research, or professional practice. The D.Ed. program in counseling psychology is inactive.

Admission and Retention

Prospective master's and doctoral applicants may request detailed admission policies and procedures from the Division of Counseling Psychology, College of Education, University of Oregon, Eugene OR 97403. Students are admitted for fall term only. The closing date for receipt of completed applications is February 1 for doctoral program entry and February 15 for master's program entry the following fall term. Notices about the disposition of applications are mailed March 15.

Applicants are evaluated on (1) academic record, (2) letters of recommendation, (3) previous related work and life experiences, (4) Graduate Record Examinations (GRE) general test scores, and (5) a statement of purpose in seeking admission.

Graduate training includes practicum placements in which the student works with clients who have psychological problems. A graduate degree in counseling or counseling psychology can provide entry into professional practice. This type of practice includes counseling individuals whose vulnerability and trust can only be served by people who are themselves stable and psychologically healthy. Thus, admission into and retention in these graduate programs depend, among other things, on consideration of the applicant's past and present behavior and emotional stability.

Only completed applications are reviewed. Applicants must gather all requested supporting papers, except letters of recommendation, and submit them along with the application forms as one package. Letters of recommendation should be sent by their authors to the division.

Master's Degree Program

The program of studies leading to the master's degree in counseling requires 72 credits. Its current emphasis is on counseling in community and other agency settings, and it has been approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Affiliated with the American Counseling Association, CACREP is a specialized national accrediting body recognized by the Council on Postsecondary Accreditation. An ancillary function of this program is to help students prepare for counselor certification and licensing. Some graduate courses taken earlier at another accredited institution may meet part of the requirements.

An individualized program taking into account the student's background, experience, and professional goals is designed by the student and the advisor. No fewer than 45 of the 72 required credits must be taken in residence prior to admission to the master's degree program. Acceptable courses must fall within the following categories:

- Psychological Foundations. Courses providing a broad understanding of human behavior (normal and abnormal) at all developmental levels, particularly courses in abnormal psychology, personality theory, learning theory, sociology, anthropology, and physiology.
- Social and Cultural Foundations. Studies of ethnic groups, other cultures, and cultural values. The behavioral sciences, sociology, and anthropology may offer courses supporting this area.

The Helping Relationship. Courses on the philosophic basis of the helping relationship, counseling theories, and procedures.

Groups. Courses on theory of groups, group work methods, and supervised practice.

Lifestyle and Career Development. Courses on vocational-choice theory, courses on career choice and development, relationship between careers and lifestyle.

Appraisal of the Individual. Courses on data gathering and interpretation, individual and group testing, case-study approaches, the study of individual differences, the development of a framework for understanding the individual considering ethnic, cultural, and sex factors.

Research and Evaluation. Courses in statistics, research design, development of research and demonstration proposals.

Professional Studies. Courses in ethical, legal, and moral issues, supervised professional readings, and workshops.

Supervised Practice. The counseling psychology faculty is committed to the practice as the core experience in a master's degree program in counseling. Genetic as well as specialized counseling experiences, both within the university community and in the community at large, are required.

Relevant Electives. Courses chosen in consultation with a faculty adviser.

Doctoral Degree Program

The Ph.D. program in counseling psychology, approved by the American Psychological Association, is designed to ensure that its graduates are psychologists who:

1. Possess a general knowledge of human behavior together with the observational and information-processing skills that facilitate description, explanation, and prediction of the behavior of people in transaction with the world.
2. Have mastered procedures for facilitating the growth of individuals, groups, and systems.
3. Have developed the necessary attitudes and sufficient competence to formulate useful, researchable questions; design and conduct systematic analyses; interpret and apply the results to their own and others' efforts to increase the general knowledge of human behavior and how it can be influenced.
4. Respect the dignity and worth of the individual, strive for the preservation and protection of human rights, and do so with concern for the best interests of clients, colleagues, students, research participants, and society.

The training program in counseling psychology demands of each student considerable responsibility and autonomy for designing the particular pattern of educational experiences that constitute his or her doctoral program. General areas of expected competence have been defined and general requirements established. However, the specific manner in which an individual meets those requirements is determined by the student in consultation with
an adviser and the doctoral program committee of the counseling psychology division. The program of study leading to a Ph.D. degree in counseling psychology typically entails a minimum of three years of full-time effort beyond the master's degree. A full year of internship training must be completed after the first year of course work taken in residence. Students applying for admission to the counseling psychology program typically have a master's degree in counseling, clinical psychology, social work, or a related discipline and have professional experience related to the counseling field. Doctoral degrees are granted in recognition of exceptional mastery of knowledge and skills in the field of counseling psychology. Students who receive a Ph.D. from the program are eligible to take the Oregon licensing examination for psychologists.

Financial Support
Because grants-in-aid are virtually nonexistent within the master's degree program, financial assistance must be sought outside the program. Financial assistance for doctoral students is limited. However, most doctoral students needing financial assistance are able to secure part-time counseling-related jobs in the university or the local community. Some graduate teaching fellowships (GTFs) are available. Students showing the most potential for work in counseling psychology are given priority. The division also considers the extent to which the work might benefit the student's program goals.

DeBusk Memorial Center
135 Education Building
Telephone (503) 346-3418
Brent S. Mallinckrodt, Coordinator

DeBusk Memorial Center is a service, training, and research facility functioning as part of the Division of Counseling Psychology. The center was named in honor of the pioneering work of B. W. DeBusk, who taught at the university from 1915 to 1937. He skillfully integrated findings from psychology, medicine, and education in diagnosing learning and behavior problems. The center continues this interdisciplinary approach. Its purposes are to provide assessment and counseling to clients with a wide range of concerns.

Graduate students at the master's, doctoral, and postdoctoral levels participate with faculty clinical supervisors in various programs as an integral part of their professional preparation.

COUNSELING PSYCHOLOGY COURSES (CPSY)
198 Workshop: [Term Subject] (1–2R)
199 Special Studies: [Term Subject] (1–3R)
Career alternatives. Emphasis on career decisions and self-awareness, social and psychological characteristics of work, nonwork activities, and the importance of work to lifestyle.
200 Innovative Education: [Term Subject] (1–3R)
400 Innovative Education: [Term Subject] (1–3R)
405 Reading and Conference: [Term Subject] (1–21R)
406 Special Problems (1–21R)
407/507 Seminar: [Term Subject] (1–5R)
408/508 Workshop: [Term Subject] (1–21R)
409 Practicum: [Term Subject] (1–21R)
P/N only
410/510 Experimental Course: [Term Subject] (1–5R)
463/563 Dreikursian Principles of Child Guidance (3) Treatment of emotionally and socially maladjusted children in the home, school, and community.
464/564 Adlerian Education and Counseling for Couples (3) Review of and instruction in Adlerian theory and techniques for counseling couples and for conducting education groups for couples.
493/593 Values and Human Behavior (3) Values and beliefs as sources of motivation in behavior; applications to the counseling process. Exploration of psychological and philosophical underpinnings of personal integration in the contemporary world.
503 Thesis (1–16R) P/N only
601 Research (1–16R) P/N only
602 Supervised College Teaching (1–5R) P/N only
603 Dissertation (1–16R) P/N only
604 Reading and Conference: [Term Subject] (1–16R)
606 Special Problems (1–16R)
607 Seminar: [Term Subject] (1–5R)
608 Workshop: [Term Subject] (1–16R)
609 Practicum: [Term Subject] (1–16R) P/N only
610 Experimental Course: [Term Subject] (1–5R)
611 Basic Counseling Procedures (6) P/N only. Supervised laboratory experience in developing essential interpersonal skills for counseling effectiveness; self-exploration and videotape analysis; introduction to client intake and initial diagnostic-assessment procedures. Counseling majors only.
612 Ethical and Legal Issues (3) Current ethical and legal concerns in the professional practice of counseling. Ethical theory and decision-making processes; legal aspects of client-counselor relationships.
613 Conceptual Foundations of Counseling (3) Systematic overview of major approaches to understanding the structural dynamics of counseling. Integrated with a functional review of human development and relevant aspects of personality theory.
615 Counseling Diverse Populations (3) The influence of gender, racial or ethnic, and other factors related to diverse populations on the identity-formation process in contemporary society and their applications to counseling.
617 Introduction to Career Development (3) Addresses life-span career development including issues, concepts, and definitions; theories of career development and choice; work and leisure; appraisal; and special groups (e.g., women, minorities).
619 Group Counseling (3) Helps to develop group-leadership skills. Topics include group process and group objectives, factors that facilitate and hinder constructive interaction, and assessment of the continuing group process.
621 Introduction to Appraisal in Counseling (3) Introduces measurement concepts such as item analysis, reliability, validity; survey of intelligence, personality, aptitude tests; focus on issues related to using tests in counseling.
622 Applications of Personality Assessment (3) Instruments and procedures for generating personality assessments; emphasis on objective approaches and their application to the assessment-intervention planning process. Prereq: CPSY 621.
623 Psychological Evaluation (3) Development of psychological profiles based on information obtained through personality assessments, measures of intelligence, and interest inventories as well as diagnostic interviews; psychological report writing. Prereq: CPSY 621, 622.
634, 635, 636 Supervision I, II, III (3,3,3S) P/N only. Principles of clinical teaching and supervision, theory and models of supervision, ethical standards in supervision, review of research, and application to supervised practice with beginning counseling students. Prereq for nonmajors: instructor's consent.
638 Research in Counseling (3) Critical evaluation of major research themes in counseling psychology (e.g., social influence model, effectiveness of psychotherapy); discussion of advanced research methods used in counseling research.
675 Existential Themes in Counseling (3) Focal dimensions of the emerging existential approach to counseling. Philosophical and psychological exploration of death; freedom, responsibility, and the act of willing; isolation; and the problem of meaning. Prereq: instructor's consent.
678 Transactional Analysis and Gestalt Approaches to Counseling (3) Introduction to the theoretical bases of transactional analysis and gestalt counseling and their applications to counseling; emphasis on student participation and classroom exercises.
704 Internship: [Term Subject] (1–15R)
706 Special Problems (1–16R)
708 Special Topics: [Term Subject] (1–16R)
709 Practicum: [Term Subject] (1–16R)
EDUCATIONAL POLICY AND MANAGEMENT

124 Education Building
Telephone (503) 346-5171
Gerald K. Bogen, Associate Dean

FACULTY


Courtsey


Jane DeGidio, courtesy professor (student personnel, individual and group counseling, apprenticeship and problems of blue-collar workers); director, student development; acting dean of students. B.A., 1968, Minnesota; M.S., 1974, Ph.D., 1980, Oregon. (1969)

Richard P. Francisco, courtesy associate professor (equity education, group and leadership skills, interpersonal problem solving). See Gerontology


Jean Stockard, courtesy professor (sociology of women, sex equity). See Sociology


Special Staff

Jane Adrian, research associate (educational leadership, school administration). B.A., 1958, Western Washington State; M.S., 1961, National College; Ph.D., 1986, Oregon. (1985)

Emeriti


Ray Hawk, professor emeritus (higher education); ex-president emeritus. B.S., 1947, M.S., 1948, Ed.D., 1949, Oregon. (1950)

Clarence Hines, professor emeritus (school buildings; general administration). B.A., 1925, Drury; M.A., 1929, Missouri; Columbia; D.Ed., 1950, Oregon. (1958)


Miles E. Romney, professor emeritus (educational administration, school finance, curriculum development). Ph.D., 1947, Utah. (1952)

Philip J. Runkel, professor emeritus (school organization and change, organizational development, research methods). B.S., 1939, Wisconsin; Stevens Point; M.S., 1954, Ph.D., 1956, Michigan. (1964)


The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

INSTRUCTIONAL PROGRAMS

The division offers master’s and doctoral degree programs in educational policy and management; state-approved programs for basic and standard licensure of building administrators and superintendents; and dissemination and outreach services.

Master of Science Degree

The master of science (M.S.) degree program provides students with graduate-level study and an opportunity to specialize in school administration, in higher education management, or in educational policy and foundations.

Admission decisions are based on (1) evaluation of all undergraduate and graduate transcripts, (2) a score from the Miller Analogies Test (MAT), the Graduate Record Examinations (GRE), or an equivalent test approved in advance by the division’s associate dean, (3) a 600-word statement of the applicant’s academic and vocational goals, and (4) three letters of recommendation.

Students must complete 45 to 54 graduate credits and maintain a mid-B average in all courses taken for letter grades. Of the required credits, 36 must be earned in classroom courses (i.e., excluding EDPM 503, 601, 605, and 609) and 9 credits must be in the major. In some cases, other institutions and programs may be transferable if the university residency requirement (a minimum of 30 graduate credits taken over a minimum of two terms at the university) is met. Students must also complete a synthesis paper or examination. Synthesis papers and examinations are graded by three faculty members appointed by the DEPM associate dean and must be fully acceptable to at least two of them.

Applied Information Management (AIM) Program

An interdisciplinary master’s degree focusing on applied information management is available through the Interdisciplinary Studies: Individualized Program in the Graduate School.
The program, coordinated by the UO Continuation Center, is designed to serve the needs of Portland-area residents. Address inquiries to Program Coordinator, Applied Information Management Program, Continuation Center, 333 Oregon Hall, University of Oregon, Eugene OR 97403. The program is described in the Special Studies section of this bulletin. See also, in the Graduate School section, Individualized Program: Applied Information Management.

**Doctoral Programs**

Doctor of education (D.Ed.) and doctor of philosophy (Ph.D.) degrees may be earned in educational policy and management with specialization in the following areas: community colleges, school administration, policy research and analysis, history of education, law and education, personnel administration, computers in educational management, finance and economics in education, higher education, organizational development, and student services. Applicants to all doctoral programs are evaluated on the basis of (1) four letters of recommendation, (2) undergraduate and graduate programs and grade point averages, (3) Miller Analogies Test (MAT) or Graduate Record Examinations (GRE) scores, (4) samples of scholarly work (e.g., term papers, masters' theses), (5) statements by the applicant of career goals, academic interests, and employment history, and (6) an essay. A student's program includes a set of courses whose requirements vary according to the degree sought and the field of study. Residency requirements of three consecutive terms of full-time study must be met by Ph.D. students; D.Ed. students may choose between the three-term option or two consecutive terms of full-time study followed by one term of directed internship. In addition, a student must maintain a 3.00 grade point average (GPA), pass a comprehensive examination, and complete a dissertation.

**Certification for Administrators**

By act of the Oregon Legislative Assembly, people employed as administrators (vice-principals, principals, assistant superintendents, and superintendents) in Oregon public schools must hold administrative licenses. Planned programs of study lead to the basic and standard administrative licenses for administrative and superintendent credentials. Admission to the Administrative Licensure Program is granted to applicants who (1) verify completion of a master's degree or enrollment in a master's degree program in an approved teacher education institution, (2) submit a satisfactory score from the Miller Analogies Test (MAT), the Test of Standard Written English (TSWE), or the Graduate Record Examinations (GRE), and (3) provide three letters of recommendation from previous employers or college instructors. Information about admission procedures and required courses is available from the associate dean.

**Dissemination and Outreach**

This program focuses on disseminating information about exemplary practices and new developments in education and about facilitating communication between the Division of Educational Policy and Management and educators in the field. A statewide network of adjunct faculty members reinforces advising and teaching for graduate and administrative certification students not in residence on the Eugene campus. The Executive Leadership Series schedules conferences that address contemporary topics and issues of concern to educators. Outstanding administrators are invited regularly to spend two days on campus as part of the Executive-in-Residence Program.

**EDUCATIONAL POLICY AND MANAGEMENT COURSES (EDPM)**

199 Special Studies: [Term Subject] (1-3R)
200 Innovative Education: [Term Subject] (1-3R)
400 Innovative Education: [Term Subject] (1-3R)
405 Reading and Conference: [Term Subject] (1-21R)
407/507 Seminar: [Term Subject] (1-4R)
408/508 Workshop: [Term Subject] (1-21R)
409 Practicum: [Term Subject] (1-21R)
410 Experimental Course: [Term Subject] (1-4R)
433/533 Leadership: Interpersonal Communication (3) Provides theoretical understanding and practical strategies for developing interpersonal communication skills. Aimed toward higher education advisors and counselors.
441/541 History of American Education (3) Social, intellectual, and institutional trends; the evolution of formal education systems; how educators translate their beliefs about ethnic groups into educational policy and practice.
472/572 Educational History of American Women (3) Exploration of how women have been educated and how they have educated themselves in 19th- and 20th-century America. Examination of historical sources and interpretations.
503 Thesis (1-16R)
601 Research (1-16R)
602 Supervised College Teaching (1-5R)
603 Dissertation (1-16R)
605 Reading and Conference: [Term Subject] (1-16R)
606 Field Studies (1-16R)
607 Seminar: [Term Subject] (1-5R) Recent topics include Academic Governance; Advanced Lotus 1-2-3; Budgeting and Finance in Higher Education; Contract Management; Educational Leadership; Management and Organizational Development; Management Information Systems; Personnel Evaluation; Policy and Qualitative Research Methods.
608 Workshop: [Term Subject] (1-16R)
609 Practicum: [Term Subject] (1-16R)
P/N only
610 Experimental Course: [Term Subject] (1-5R)
613 Introduction to School Organization (3) Overview of the way schools are organized and managed in the United States including educational governance, organizational perspectives, and theories of administrative function.
614 Politics of Education (3) Analysis of the roles of federal, state, and local agencies in governing elementary and secondary schools; establishment of school policy.
615 Organizational Theory in Education (3) Structures, processes, and procedures that characterize the formal organization of educational institutions; approaches to organizational analysis, organizational legitimation, regulation, integration, adaptation.
616 Sociology in Education (3) The social organization of educational institutions; emphasis on the impact of organizational needs and personnel characteristics on the social organization. Prereq: EDPM 615 or instructor's consent.
617 Dissertation Proposal Preparation (3) Helps doctoral students develop dissertation proposals.
618 Contract Management (3) Helps administrators implement collective bargaining agreements between school districts and their employees. Examines grievance procedures, grievance hearings, and the role of arbitration.
619 Adult Learning (3) Survey of adult education: purposes, programs, philosophy, methods, materials, agencies, organization.
620 Educational Leadership (3) Teaches leadership concepts through simulations and exercises. Covers group expectations, basic communication skills, participative decision making, ethics, goal setting, power, and influence styles.
621 Personnel Evaluation (3) Examines the twin purposes of personnel evaluation: (1) the assessment of performance as the basis of personnel decisions, (2) the improvement of instruction.
622, 623 Policy Research and Analysis I,II (3,3) Nonstatistical treatment of the basic concepts and methods of research on educational policy.
624 Policy Research and Analysis III (3) Investigates the use of the mainframe computer and SPSSx for policy research. Focuses on appropriate use of statistical analysis in policy research.
625 Law and Schools (3) The role of law in education, the function of various levels and branches of government in the creation of education law, and types of law that regulate public education.
626 Student Rights (2) Analysis of the legal rights of elementary and secondary students under state and federal constitutions, statutes, and administrative rules. Prereq: EDPM 625.
628 Teacher Rights (2) Introduction to the legal rights and liabilities of school personnel under state and federal constitutions, statutes, and administrative rules. Prereq: EDPM 625.
630 Comparative Education (3) Brief survey of higher education in selected developing countries; comparison with American higher education; relation to economic development, major problems.
640 Management and Organizational Development (3) Displays methods by which mem-
bers of a school organization can maintain or alter the functioning of the school. Topics are communication, goals, conflict, hierarchy, and roles.

650 Administration of College Student Services (3) The role of student affairs in higher education; the relationship of student programs and services (e.g., financial aid, housing, health services) to the academic mission.

652 Administration of the Community College (3) Examination of the origin and functions of the community college movement; emphasis on problems and issues in organization and administration.

654 Programs in the Community College (3) Survey of the variety of programs offered in the community college and their relationship to other educational, professional, and vocational areas.

660 Qualitative Research Methods (3) Provides an overview of qualitative and descriptive approaches in educational research. Emphasizes identifying prototypical research strategies for the major types of descriptive study. Prereq: instructor’s consent.


665 Project Management (3) Presents theoretical and practical applications of scheduling and project management. Topics include planning, budgeting, and evaluation using project management tools.

666 Expert Systems and Their Applications (3) Introduces expert systems as tools to improve decision making in management. Topics include knowledge engineering, capabilities, and a case analysis.

667 Management Information Systems in Education (3) Computer and telecommunications technology and its application to the management of public schools.

668 Information Systems and Management (3) Examines information systems change, the role of management, and the structure of organizations. Topics include the strategic role of information, managing systems implementation, and end-user computing.

669 Data Management and Communications (3) Concentrates on work group and organizational data management and communications issues with emphasis on goals and applications. Extensive use of case studies reinforces the concepts.

670 Human Resource Management (3) Laboratory course in management skills such as managing time, building motivation, forming work groups, establishing trust, implementing change, and reaching agreement.

673 Business Management in Education (2) Application of systematic procedures to the problems of acquiring fiscal resources of a school district and managing its expenditures.

674 Program Evaluation for Educational Managers (3) A comprehensive survey of formative and summative evaluations of educational programs at the district, building, and classroom levels.

675 School Finance (3) Overview of school finance concepts; examination of Oregon’s school financing system; political and legal considerations; taxation; state distribution formulas; school finance reform; the federal role in education.

676 School Facilities (2) Critical analysis and discussion of current trends in school facilities including planning, construction, finance, legal aspects, alternatives to deficit or surplus space problems or both.


678 School-Community Relations (2) Long- and short-term social, economic, political, and technological forces affecting the relationship of schools to the community; community interest groups, their purposes, leaders, and school-related interests.

683 State and Local Policy Development in Education (2) Analysis of the social, economic, political, and technological forces that shape educational policy at the national, state, and local levels. Developing school district policies and assessing their consequences.

689 Economics of Education (3) Role of education in the economy; economic growth; alternative hypotheses of economic impact of education; economic concepts applied to education; benefit-cost analysis in education.

692 Higher Education I: Governance and Organization (3) Institutional organization—case studies; institutional objectives; academic organization for instruction, research, and participation in governance; changing student roles; public services; general administrative functions and activities.

693 Higher Education II: Leadership and Management (3) Survey of present status and trends. Impact of national goals; types of institutions; governance; state and federal financing; management information systems; innovation and change; higher education and the public.


697 Methods of College Teaching (3) Review of some prevailing concepts and suppositions about teaching and learning; examination of a number of different methods and techniques of college teaching.

708 Workshop: [Term Subject] (1–16R)

709 Practicum: [Term Subject] (1–16R)

710 Experimental Course: [Term Subject] (1–5R)
SP\(EL\)\(EC\)U\(T\)\(IO\)N DEVELOPMENTAL-DISABILITIES FACULTY


Diane D. Bricker, professor (early intervention, communication development and intervention); director, early intervention area. B.A., 1959, Ohio State; M.S., 1965, Oregon; Ph.D., 1970, George Peabody. (1978)


Dianne L. Ferguson, associate professor (qualitative research, social meaning of disability, curriculum and instruction for teacher training); coordinator, developmental disabilities. B.A., 1972, Indiana; M.S., 1979, Southern Connecticut State; Ph.D., 1984, Syracuse. (1985)


Adjunct and Courtesy


Emeriti


SPECIAL-EDUCATION EXCEPTIONAL-LEARNER FACULTY


V. Knute Espeseth, associate professor (student services, standardized and applied learner endorsement, special-education minor). B.S., 1955, North Dakota State Teachers; M.S., 1961, North Dakota; Ph.D., 1965, Wisconsin, Madison. (1964)


Adjunct


Emeriti

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

OPPORTUNITIES IN SPECIAL EDUCATION AND REHABILITATION

Instructional Programs. The Division of Special Education and Rehabilitation houses the Center on Human Development and six program areas: communication disorders and sciences, developmental disabilities, early intervention, exceptional learner, school psychology, and interdisciplinary special education and rehabilitation for students with clinical professional interests that span a number of related areas. The school-to-community doctoral degree program is inactive. Although united by university and Graduate School requirements and by several broad ideological tenets, each area functions independently within the division and has its own admission, program of study, and student-evaluation procedures.

The division prepares students to work directly and indirectly with individuals who have disabilities in preschool, school, and community programs. It is committed to deemphasizing traditional categorical designations for exceptional individuals. Students develop instructional and management skills for working with individuals who have a variety of handicapping conditions. All programs in the division include extensive practicum experiences where academic knowledge is applied in actual service settings. Students learn how to develop effective intervention strategies, coordinate
programs, and provide services to exceptional individuals from infancy through adulthood. At all levels and in all programs, training carefully integrates results of current research and demonstration of competence. The special education programs in this division emphasize services for people from birth to old age with all levels of disabilities.

**Careers.** A serious shortage of school psychologists, special education professionals, and speech-language-hearing specialists exists throughout the nation. Graduates of the university’s educational programs find positions in all fifty states. These positions typically include teaching at infant, preschool, school-age, and adult levels; conducting individual language intervention programs; habilitating people with disabilities; managing residential living centers; coordinating in-service training programs; consulting with teachers for maintenance of children with disabilities in regular classrooms and school settings; conducting research; teaching in college; and working in the administration of special education programs.

**Center on Human Development**

The Center on Human Development (CHD) is a research and service unit within the division. It consists of a number of federally funded research, demonstration, training, and service activities that are organized within several CHD project units: the Early Intervention Program; University Affiliated Program; Western Regional Resource Center; Specialized Training Program; Speech-Language-Hearing Center; and Parent and Child Education Program. CHD project activities provide diverse practicum sites for student training. CHD resources are made available to faculty members and students in each academic area, and principal investigators participate fully in instructional activities.

**Undergraduate Studies**

The communication disorders and sciences program offers a formal major at the undergraduate level. Undergraduates may also earn a minor in special education through the special-education exceptional-learner programs.

**Licensure and Endorsement Programs**

1. **Communication Disorders and Sciences:** basic and standard levels of speech-impaired endorsement
2. **Special Education Developmental Disabilities:** severely handicapped learner endorsement
3. **Special Education Exceptional Learner:** handicapped learner endorsement
4. **School Psychology:** basic and standard endorsement of school psychologist

Students wanting to apply to these programs should contact the appropriate endorsement adviser in the Center on Human Development, Graduate Admissions, 350L Clinical Services Building.

**Graduate Studies**

Although each program is responsible for selecting candidates for its master’s or doctoral course of study, substantial similarity exists across programs in terms of the criteria and procedures used in the admission process. With minor variation, applications are evaluated according to the following criteria:

1. Evidence of completion of, or matriculation in, a bachelor’s or master’s degree program (e.g., transcripts)
2. A statement of purpose and career goals
3. Evidence of experience with people who have disabilities or who are at risk
4. Evidence of probable success as a student (e.g., scores on either the Graduate Record Examinations (GRE) or Miller Analogies Test (MAT) and/or a cumulative GPA of at least 3.00 for graduate applicants and transcripts for undergraduate applicants)
5. Letters of reference and recommendation
6. Applicants for whom English is a second language must submit the results of the Test of English as a Foreign Language (TOEFL) with their application.

Applicants apply to and are accepted into a specific program in the division rather than into the division itself. The number of students admitted yearly varies by area according to available resources. Students interested in more than one program should indicate that on their applications, and their file will be reviewed by the relevant committees. Applications for admission are available from the Center on Human Development, Graduate Admissions, 350L Clinical Services Building. Each program has its own application deadline. Consult specific application material for admission deadline. See the Graduate School section of this bulletin for general regulations on graduate degree programs.

**Financial Assistance**

Stipends and Fellowships. Stipends and fellowships are frequently awarded to graduate students. Both forms of assistance cover most of the cost of tuition and provide a monthly cash payment. The number of stipends and fellowships available each year depends on the current level of funding. Most students who receive stipend awards enroll in a practicum each term as part of their professional training. Employment as a graduate teaching fellow (GTF) may occur in a variety of division or center on Human Development project settings.

Information about financial assistance is listed in specific program application materials. Program application deadlines should be followed to receive maximum consideration for aid. Information about university scholarships and loan programs is available from the Office of Student Financial Aid, 260 Oregon Hall.

**Program Objectives.** The goals of the undergraduate CDS program are to provide students the opportunities to:

1. Study the humanities and sciences with specific reference to normal aural-oral communication systems
2. Consider the cultural implications of human communication disorders
3. Study the general needs of exceptional individuals
4. Learn about speech-language acquisition, the anatomic-physiological bases of speech and language, and the physical nature of the speech signal
5. Study speech-language-hearing pathologies over the life span
6. Receive training in assessment procedures specific to evaluation of speech-language-hearing disorders
7. Acquire and apply knowledge and skills necessary for successful intervention with speech- and language-impaired individuals
8. Participate in a range of practicum experiences in public schools and other community settings
9. Acquire and apply knowledge, skills, and competencies to work with speech- and language-impaired individuals of varying social, cultural, linguistic, and socioeconomics background
10. Learn and apply interpersonal and professional skills

The following minimum requirements are specified for students majoring in communication disorders and sciences.

**Area Requirements**

- **46 credits**
  - Clinical Phonetics (CDS 240) ............................................................ 3
  - Acoustics of Speech (CDS 241) ............................................................ 3
  - Practica: Observation, Assistance, Intervention ................................ 9
  - Anatomy and Physiology of Speech and Language (CDS 442) ................. 3
  - Normal Speech and Language Development (CDS 450) ........................ 3
  - Articulation and Phonological Disorders (CDS 451) ............................. 3
  - Language Disorders of Children and Adolescents (CDS 452) .................. 3
  - Stuttering and Voice Disorders (CDS 453) ......................................... 3
  - Language Methods in the Schools (CDS 455) .................................. 5
  - Fundamentals of Audiology (CDS 457) ............................................ 3
  - Audiological Assessment (CDS 458) ................................................ 3
  - Audiological Rehabilitation (CDS 459) ............................................. 5

Undergraduate work in communication disorders and sciences is intended as a terminal training program even though the student receives the B.S. or B.A. degree. To minimize errors, the student must be certain that the initial adviser is assigned from the communication disorders and sciences faculty.

**Admission as an Undergraduate Major.** Students must achieve grades of B- or better in CDS 240, 241, 442, and 450. Students who receive a grade of C+ or lower in one of these courses may repeat the course if raised to the grade. A grade of C+ or lower in two or more of these courses precludes further study in the program. Students must pass a departmental speech-language-hearing screening test before they are accepted as majors.

Students not accepted as majors may take basic courses as electives but may not enroll in any practicum or in courses for which a practicum
is a prerequisite. Students without adequate speech ability may not major in communication disorders and sciences unless there is good reason to expect that they can achieve acceptable speech before attempting to engage in the required practica.

In the event that enrollment in practica must be limited, students with the best course preparation are given priority. Those with less preparation may have to delay their beginning practicum work. In general, the student must have the same capacity for self-adjustment and emotional stability for admission to the practica that would be required in professional employment. A supervised practicum involves both student training and client service. Before being admitted to the practicum, the student must have demonstrated responsibility, maturity, and organizational skills.

Standard Endorsement: Speech Impaired
Completion of all courses required for the undergraduate degree in communication disorders and sciences or their equivalents is required. Thirty-six credits of study at the 600 level in communication disorders and sciences must be earned as well as 3 credits for Advanced Psychology of Disability (SPER 662) or its equivalent. In addition, the student must complete Practicum: September Experience (CoS 639) for 3 credits and Final Supervised Field Experience (CD5 525) for 1 to 15 credits. The state of Oregon requires that the student pass the California Basic Educational Skills Test (CBEST) and appropriate National Teacher Examination (NTE) tests before the endorsement is granted.

Master’s Degree Program
The master’s degree program is designed to provide students with the opportunity to acquire and apply knowledge, skills, and competencies necessary for work with speech-language impaired individuals of all ages and varying social, cultural, linguistic, and socioeconomic backgrounds.

The communication disorders and sciences program offers the master of arts (M.A.) and master of science (M.S.). The M.A. requires the equivalent of two years of a foreign language. The master of education (M.Ed.) is inactive. A planned program for the master’s degree must be filed in the College of Education’s Office of Graduate Student Records, 124 Education Building, and in the communication disorders and sciences office, 350L Clinical Services Building.

Accreditation. The master’s degree program in speech-language pathology is accredited by the American Speech-Language-Hearing Association.

Minimum Requirements. The master’s degree program in communication disorders and sciences allows a student to select one of three professional tracks, each targeting a different population or setting: (1) early intervention, (2) public school, (3) clinic populations.

Master’s degree students must complete all undergraduate prerequisites and track-specific course work.

A minimum of 24 credits must be taken on campus and for letter grades. A minimum cumulative GPA of 3.00 is required for graduation. A graduate thesis may or may not be required, depending on staff and student considerations.

Students who have fulfilled all undergraduate prerequisites typically spend two fall-through-spring academic years and one summer session completing their degrees. All work applicable to a program of study must be concluded within seven years.

ASHA-CCC Requirements. The communication disorders and sciences program offers all the necessary courses required for the American Speech and Hearing Association (ASHA) certificate of clinical competence (CCC) in speech-language pathology.

Doctoral Degree Program
The doctoral degree in communication disorders and sciences emphasizes advanced knowledge, scholarship, leadership, and clinical competence in the areas of speech-language acquisition, speech-language pathology, and assessment and intervention strategies. The doctoral degree program is designed to meet the needs of students from a variety of backgrounds. Applicants must be speech-language pathologists who are certified by the American Speech and Hearing Association.

The curriculum emphasizes skill and knowledge development in (1) basic communication processes and the management of speech, language, and hearing disorders and related disciplines; (2) research strategies and procedures; (3) university-level teaching; and (4) service and professional participation.

A program advisor is appointed for each student following conditional admission to the program. This advisor helps the student develop an appropriate course of study compatible with the student’s interests, background, and professional objectives. Programs lead to the doctor of philosophy (Ph.D.). The doctor of education (D.Ed.) degree program is inactive.

The doctoral program in communication disorders and sciences requires at least three years of full-time study beyond the master’s degree.

Clinical Practicum Facilities
Communication disorders and sciences graduate and undergraduate students have the opportunity for supervised clinical experience in several facilities:

1. The university’s Speech-Language-Hearing Clinic in the Clinical Services Building prepares and trains speech-language pathologists in clinical therapy. The center provides consultations, evaluations, and therapy for individuals of all ages with all types of communication disorders. Graduate and undergraduate students participate in diagnostic and therapeutic activities under the supervision of certified speech-language pathologists and audiologists.

2. The university’s Early Intervention Program prepares speech-language pathologists to work in early childhood programs that serve infants and children who have disabilities or who are at risk and their families. Infants and children, from birth through six years of age, whose disabilities range from mild to severe are served in mainstream settings.

3. The Child Development and Rehabilitation Center is the Eugene campus agency of the Oregon Health Sciences University in Portland. The Developmental Delay Clinic is an interdisciplinary diagnostic clinic that evaluates and treats children monthly, as does the Cranio-Facial Clinic.

4. The Child Development and Rehabilitation Center, at the Oregon Health Sciences University in Portland, offers practicum experience and clinical fellowship year supervision in selected cases.

5. A cooperative arrangement with local school districts enables both undergraduate and graduate students to do practicum work in public schools. The school population is approximately 35,000 students. This type of practicum is limited by availability of openings in the schools.

6. The Veterans Administration Hospital in Portland provides practicum and clinical fellowship year-long opportunities to selected students.

7. Other off-campus facilities, such as child-care centers, kindergarten programs, and adult rehabilitation centers, are occasional placement sites.

SPECIAL-EDUCATION DEVELOPMENTAL DISABILITIES
Programs in developmental disabilities focus on services to severely handicapped individuals and lead to both master’s and doctoral degrees as well as a severely handicapped learner (SHL) endorsement.

Severely Handicapped Learner (SHL) Endorsement Program
The SHL endorsement program is task oriented and field based. It prepares professionals to work with individuals traditionally labeled moderately, severely, or profoundly retarded; physically and multiply handicapped; and autistic or autisticlike. It combines university study with extensive practicum experiences in integrated public-school and other community-service programs. The SHL program permits students to focus on preparatory, elementary, or secondary programming. Full-time students can complete the endorsement program in four consecutive terms. The program is also open to people who work with severely handicapped learners and attend school part time.

A bachelor’s degree is required for admission to the SHL endorsement program, but a teaching license is not. Students must meet general university requirements for graduate admission, and all applicants should request the proper application forms from the Center on Human Development, Graduate Admissions, 350L Clinical Services Building.

SHL Endorsement. The following courses are typically included in the SHL endorsement program.

SHL Endorsement Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum (SPER 609)</td>
<td>49</td>
</tr>
<tr>
<td>Advanced Psychology of Disability (SPER 662)</td>
<td>22</td>
</tr>
</tbody>
</table>

...
The program requires a minimum of four academic terms (one calendar year) to earn an endorsement. Graduate students in the SHL endorsement program must complete a core area of work and a minimum of five seminars or advanced graduate electives to develop the student's interest areas. Additional courses are selected by doctoral students in order to pursue their particular interests, all doctoral students must complete a standard core of courses, 6 credits of research, a master's degree project, and a comprehensive examination. Some competency requirements may be satisfied by such course projects as research proposals, research critiques, and grant proposals. Three years of full-time study are required for completion of the doctoral degree in developmental disabilities. A program advisory committee, consisting of the student and at least two faculty members, is appointed by the end of the first term to help the student develop a doctoral plan, to monitor and coordinate the student's progress toward the degree, and to participate in an annual review of the student by area faculty members. The primary goal of the early intervention doctoral degree program is to prepare students to provide leadership at state and national levels in the area of at-risk and disabled birth-to-five populations. Graduates earn a doctorate in special education. They are prepared to influence the evolution of services for infants and preschool children who are at risk and disabled and their families. Specific program objectives include preparing students to:

1. Become experts in program development, implementation, and evaluation
2. Become experts in policy development
3. Conduct applied research that is directed toward the enhancement of educational and therapeutic services
4. Become effective instructors at institutions of higher education

Both didactic and practicum learning activities comprise the program. The didactic activities include core, tool, specialization, and foundation courses; electives from outside the College of Education; and the dissertation. Practicum activities help the student develop program competencies.

Master's Degree Program

School and Community Services. School and community services is a master's degree program designed to be compatible with the SHL endorsement. Graduate students in the SHL endorsement program can meet master's degree requirements by completing a thesis in addition to endorsement requirements. This option is most appropriate for those interested in working with severely handicapped students in elementary or secondary schools.

Adult Services. Community programs for adults with developmental disabilities continue to expand rapidly. Group homes, tenant-support programs, and a variety of supported employment services are replacing services provided by large residential institutions. This master's degree program prepares management and service-delivery professionals for the expanding array of key positions in community work and residential programs.

The adult services training program is task oriented and field based, requiring students to demonstrate skills in both academic and applied settings. It emphasizes services to individuals with a range of severely handicapping conditions, and it prepares students to become leaders in adult services.

The program requires a minimum of four academic terms (one calendar year) to earn approximately 55 credits in courses and field-experience assignments. Although the specific courses required depend on the student's entering skills and professional goals, all students must complete:

1. The core courses for adult services
2. Courses to provide a foundation of knowledge in special education and related fields
3. Courses to develop specific skills in the habilitation of severely handicapped adults
4. Supervised field experiences
5. Courses in agency or business management
6. A master's degree project

Adult-services core courses include Planning and Quality Assurance Systems in Rehabilitation Services (SPER 693), either Employment Services (SPER 694) or Residential Support Issues (SPER 695), Management of Nonprofit Organizations in Rehabilitation Services (SPER 696), and everything listed under the SHL endorsement except SPER 697, 698, 699.

The program is limited to a small number of qualified applicants whose undergraduate records or work experiences or both are relevant to adult services.

General Master's Degree. Students entering this program are encouraged to identify and develop specific areas of interest related to individuals who have developmental disabilities. The interest area is defined and the program of study developed in consultation with an advisor. Possible areas of emphasis include (1) social interaction and integration, (2) family support, (3) curriculum and program development, and (4) other topics pertinent to individuals with severely handicapping conditions. The general master's degree program requires at least of 45 credits, completion of five required courses, 6 credits of research, a master's degree project, and a comprehensive examination.

Doctoral Degree Program

Developmental disabilities offers a competency-based doctoral program that emphasizes the development of specific skills in teaching, research, service, program development, supervision, consultation, and professional writing. Although doctoral students are encouraged to pursue their particular interests, all doctoral students must complete a standard core of skills and competencies expected of highly trained professionals working in the field of developmental disabilities. The developmental disabilities doctoral program description, which lists these competencies along with criteria for meeting them, is available from the Center on Human Development, Graduate Admissions, 350L Clinical Services Building.

The goal of the doctoral program is to prepare individuals to assume roles as scholars, leaders, and program developers in special-education developmental disabilities. The area focuses on severely handicapped individuals with specialization available in school-age severely handicapped or adult services.

Required course work consists of a one-term seminar on issues and a minimum of five seminars or advanced graduate electives to develop the student's interest areas. Additional courses are selected by doctoral students in order to acquire the knowledge and background necessary to meet the core competency requirements. Some competency requirements may be satisfied by such course projects as research proposals, research critiques, and grant proposals.

Three years of full-time study are required for completion of the doctoral degree in developmental disabilities. A program advisory committee, consisting of the student and at least two faculty members, is appointed by the end of the first term to help the student develop a doctoral plan, to monitor and coordinate the student's progress toward the degree, and to participate in an annual review of the student by area faculty members.

EARLY INTERVENTION

Master's Degree Program

This master's degree program prepares professionals to work in early intervention programs that serve infants and children who are at risk and disabled and their families. The field encompasses a target population of children from birth to six years of age. It covers handicapping conditions ranging from mild to severe and focuses on young children who are not at risk as well. Master's degree students in early intervention are prepared for two primary roles: (1) direct interventionists for infants or young children or both, and (2) program coordinators or supervisors. Full-time students can complete the program in four to six consecutive terms.

Severely Handicapped Learner (SHL) Endorsement

Students can combine the SHL endorsement with the early intervention program. The SHL program is described above.

Doctoral Degree Program

The primary goal of the early intervention doctoral program is to prepare students to provide leadership at state and national levels in the area of at-risk and disabled birth-to-five populations. Graduates earn a doctorate in special education. They are prepared to influence the evolution of services for infants and preschool children who are at risk and disabled and their families. Specific program objectives include preparing students to:

1. Become experts in program development, implementation, and evaluation
2. Become experts in policy development
3. Conduct applied research that is directed toward the enhancement of educational and therapeutic services
4. Become effective instructors at institutions of higher education

Both didactic and practicum learning activities comprise the program. The didactic activities include core, tool, specialization, and foundation courses; electives from outside the College of Education; and the dissertation. Practicum activities help the student develop program competencies.

INTERDISCIPLINARY SPECIAL EDUCATION AND REHABILITATION

Doctoral Degree Program

The special education doctoral degree program provides maximum flexibility to accommodate students who have professional interests in related fields. It has a strong clinical focus and requires demonstration of acceptable knowledge and performance in such skill areas as teaching, supervision, research design, proposal development, and professional writing. An interdisciplinary program committee helps students select content specialization areas and advises them on areas and general program requirements.

The communication disorders and sciences, developmental disabilities, and early intervention programs are highly specific in their content and focus. The interdisciplinary special-education degree program requires less specialization within areas but greater breadth across related areas or disciplines. This program is best suited to students whose career interests require knowledge and skills from several disciplines.

As with other doctoral degree programs in the division, students have minimal course requirements and work closely with the committee to develop programs suited to their specific needs. The program requires a core area of work within special education and rehabilitation and two related focus or content areas. Students are expected to participate in a variety of clinical practice.
SPECIAL-EDUCATION EXCEPTIONAL LEARNER

Programs in special-education exceptional learner specializations are designed for individuals who have mild disabilities (traditionally called mentally retarded, learning disabled, and behaviorally disordered) and talented and gifted students. Programs lead to an undergraduate minor in special education, a teaching endorsement, a master's degree, or a doctoral degree. Application forms are available from the Center on Human Development, Graduate Admissions, 350L Clinical Services Building.

Minor in Special Education

The special-education exceptional learner program offers an undergraduate minor for students who plan to pursue a career in education, want to work in non-school settings with individuals who have disabilities, or seek knowledge about people with special needs.

Program of Study

The minor requires completion of 24 credits in special education or approved electives and consists of a core of required courses and electives related to either a general option or a teaching option. Core courses include Introduction to Exceptionalities (SPED 430), Psychology of the Exceptional Individual (SPED 411), Seminar: ESCAPE (SPED 407), and Practicum: ESCAPE (SPED 409). Fourteen credits in approved electives supplement the 13-credit core curriculum.

Application and Admission

Before applying to the minor program, students must complete Introduction to Exceptionalities (SPED 430). Applications are available in 275 Education Building. Students who have a 2.50 grade point average (GPA) may apply. Students interested in the teaching option are required to maintain a 3.00 GPA in all special-education course work taken before application to the minor. They must also submit additional application materials and interview for available openings. Credits earned in the teaching option may be applied to requirements for an Oregon basic handicapped learner endorsement.

Enrollment is limited. Students are notified in writing whether they have been accepted into the minor program. Students pursuing the special-education minor are only enrolled if space is available in the program's courses after students in the graduate-level special-education program have registered.

Handicapped Learner Endorsement

People who have a bachelor's degree may earn a license to teach special education in Oregon. Students may add the handicapped learner endorsement to an existing teaching credential after completing a program of 42 credits, or they may complete a 47-credit program to earn a teaching credential only in special education. Two options are available for completing the endorsement. Option I emphasizes academic interventions for children and youths who have learning problems. Option II emphasizes secondary and postsecondary interventions such as teaching independent living, personal-social, and vocational skills. Both options prepare and license teachers to work in several settings—regular classrooms, special-education resources, and self-contained classrooms with school-age children (K–12) who have mild disabilities. The program can be completed by full- or part-time students fail through spring terms or during a succession of summer sessions. Each option for the handicapped learner endorsement has its own admission requirements. Students must also meet general university requirements for graduate admission.

Option I. The endorsement curriculum consists of three terms of practice and three methods courses taken concurrently or prior to the practica. These courses are introductory to systematic instruction in mathematics, reading, and language arts. They cover assessment, program planning, instructional delivery, practice techniques, program implementation, data collection, and program evaluation. In addition to the methods courses and practica, students complete six courses related to providing special-education services for students with disabilities.

Option II. This option prepares teachers to work in secondary and postsecondary settings serving individuals with mild disabilities. Through a combination of courses and extensive practice in public schools, students develop knowledge and skills in the following areas: assessment of students with mild disabilities, methods of instruction, behavior and classroom management, administration and service coordination, program planning and evaluation, transition to community and work life, and education and legal foundations.

General Master's Degree in Special Education (Exceptional Learner)

All master's degree candidates in special-education exceptional learner must complete a required set of courses covering the psychology of the exceptional individual, behavior management, instructional design, law and special education, and research and professional writing. In addition, each candidate must complete a master's degree project or thesis. Students entering the general master's degree program in special-education exceptional learner are encouraged to identify and develop specific areas of interest in special education. Each student develops a program option in consultation with an advisor. Possible options include the handicapped learner endorsement, behavior disorders, classroom consultation, assessment and evaluation, talented and gifted, and secondary and postsecondary.

Assessment and Evaluation Option. This option provides structured course work and practica in using curriculum-based measurement to evaluate instruction and learning outcomes. The option is aimed at K–12 educators who want to develop effective classroom strategies using the principles of learning, assessment, and evaluation. Individual courses are structured through a master's degree program in the special-education exceptional-learner graduate program. Students take one academic year's worth of course work.

Behavior Disorders Option. This option prepares teachers to work with children and youths who have emotional or behavior disorders. Teachers receive advanced training in assessment, intervention, and social-skill training procedures based on a strong applied and behavioral approach. Both theoretical and practical course work is required.

Classroom Consultation Option. This option blends the content of various methods courses in assessment, instruction, and classroom management into an indirect-service delivery system. Experienced educators learn to work with general classroom teachers to solve students' academic and behavioral problems. A conceptual model of consultation for responsive problem solving is presented through a series of courses, seminars, and practica. Training focuses on data collection and assessment systems, explicit instructional strategies, consistent behavior management, staff development, systems change, and program evaluation.

Secondary Special Education Option. The secondary option includes five broad areas of study: (1) course work to provide a foundation of knowledge in secondary and postsecondary education, (2) courses designed to develop specific skills in providing instruction to adolescents and adults with mild disabilities, (3) courses on program management in educational and vocational settings, (4) supervised field experiences, and (5) a master's degree project.

Talented and Gifted Option. This option focuses on learner characteristics, needs, measurement and evaluation techniques, and implementation of curricula and programs for talented and gifted students. The program has three components: (1) 19 credits of required courses in psychology and education of the talented and gifted, practicum, and research; (2) requirements specified by the special-education exceptional-learner area; and (3) elective courses in related areas of study.

Doctoral Degree Program

The doctoral program prepares graduates to assume leadership positions in special education. Emphasis is placed on developing general and specialized expertise in five areas: (1) college or university teaching, (2) program administration, (3) staff development, (4) research, and (5) curriculum design and program development. Graduates develop and demonstrate their competence in these areas through course work, practica, independent study, comprehensive examinations, competency activities, and a dissertation.

Doctoral students work with their program planning and advisory committee to plan an individualized program of study.

SCHOOL PSYCHOLOGY PROGRAM

The school psychology program offers both master's and doctoral degrees. In addition, it provides a variety of service courses to other College of Education and university programs. The main objective of the school psychology program is to prepare problem-solving psychologists who can work effectively with others to identify, assess, and remedy social and educational problems of children and adults. Students are trained to be scientists and practi-
tioners who produce continuous, data-based evaluations of the services they provide. Each student's program of study is individualized to allow development of special strengths and interests. The goal shared by all students' programs is achieving and demonstrating competence in six basic areas: (1) psychological foundations, (2) psychometrics and assessment, (3) school-based intervention, (4) professional school psychology, (5) applied research skills, and (6) field experience.

**Master's Degree Program**

The 92-credit master's degree program is designed to achieve the competencies established by the National Association of School Psychologists. Graduates of the program meet State of Oregon certification requirements. Completion of the degree typically takes three years—two years to fulfill course and research requirements and one year to complete the full-time supervised internship.

**Doctoral Degree Program**

The doctoral program is designed to achieve the competencies established by the American Psychological Association and the National Association of School Psychologists. The program typically requires four to five years of study beyond the bachelor's degree. This period includes a one-year supervised internship. Students may enter the program with or without a master's degree. In addition to the school psychology program's core requirements, doctoral students are expected to select and develop an area of specialization and complete a dissertation.

For more information about the school psychology program, students should contact Roland Good, Mark R. Shinn, or Gary Stoner.

**COMMUNICATION DISORDERS AND SCIENCES COURSES (CDS)**

168 Sign Language (3) Expressive and receptive skills; American Sign Language system.
240 Clinical Phonetics (3) Acquaints students with the sounds and symbols of American English. Students gain proficiency in phonetic transcription.
241 Acoustics of Speech (3) Acoustic measurement and analysis of sound production and reception in human communication.
405 Reading and Conference: [Term Subject] (1–3R) Topics to be arranged. R when topic changes.
407/507 Seminar: [Term Subject] (1–3R) R when topic changes.
409 Practicum: [Term Subject] (1–7R) Recent topics are Assistance, Intervention, and Observation. Prereq: staff approval. R when topic changes.
425/525 Final Supervised Field Experience (1–15R) P/N only. Diagnostic and treatment experience in the school setting. Limited to students in speech-handicapped program for standard endorsement. Prereq: CDS 409, 455/555, 609, plus 12 credits of 600-level course work.
442/542 Anatomy and Physiology of Speech and Language (3) Study of anatomy, physiology, and neurology of speech and language processes.

450/550 Normal Speech and Language Development (3) Primary focus on the development of phonology, morphology, syntax, semantics, pragmatics, and discourse. Discussion of areas related to language development.
452/552 Language Disorders of Children and Adolescents (3) Topics include disorders of phonology, syntax, morphology, semantics, pragmatics, discourse, and metalinguistics. Physical, cognitive, social, and environmental factors related to language disorders are discussed. Prereq: CDS 240, 241, 442/542, 450/550.
453/553 Stuttering and Voice Disorders (3) Introduction to stuttering, voice science, and voice disorders. Prereq: CDS 451/551, 452/552.
455/555 Language Methods in the Schools (5) Topics include legal issues, service-delivery models, program evaluation, positive work relationships. School visitation required. Prereq: CDS 451/551, 452/552; pre-or coreq: CDS 453/553.
458/558 Audiological Assessment (3S) Basic pure tone, air and bone-conduction audiometry; interpretation of audiograms; introduction to speech audiometry and immittance measures. S with CDS 457/557, 459/559.
503 Thesis (1–15R) P/N only
601 Research (1–9R) P/N only
602 Supervised College Teaching (1–9R)
603 Dissertation (1–16R) P/N only
605 Reading and Conference: [Term Subject] (1–3R) R when topic changes.
606 Special Problems (1–16R) R when topic changes.
607 Seminar: [Term Subject] (1–3R) R when topic changes.
609 Practicum: [Term Subject] (1–9R) Recent topics are Assistance, Intervention, and Observation. Topics include Grant Development in Communication Disorders and Sciences, Introduction to Research Methods, Professional Research.
608 Workshop: [Term Subject] (1–16R) R when topic changes.
610 Experimental Course: [Term Subject] (1–5R) R when topic changes.
615 Early Language Assessment and Intervention (3) Assessment—evaluation strategies and tools; intervention skills and materials.

620 Theory and Remediation of Articulation and Phonology (3) Advanced study of articulation and phonological development differences and disorders in children and adults. Includes delayed speech development, testing techniques, therapy materials and procedures, and current research findings.
653 Later Language Development (3) Acquaints students with normal language development in individuals aged nine through nineteen years.
654 Theory and Remediation of Language Disorders in Adults (3) Diagnosis and treatment of speech and language disorders resulting from intracranial pathology or the aging process.
655 Stuttering (3) Focuses on contemporary issues in stuttering and other fluency disorders. Discusses and critically evaluates current theories and research findings.
656 Voice Science and Disorders (3) Anatomy and physiology of vocal mechanism; diagnostic and therapeutic approaches for various voice disorders.
657 Augmentative Procedures for Communication Disorders (3) Recent advancements in design, development, and use of systems supplemental to vocal speech and language.
658 Diagnostic Procedures for Communication Disorders (3) Analysis of major instruments, procedures, and materials used in conducting diagnostic work in cases of communication disorder; nonstandard assessment techniques, organizing system. Discussion of areas related to language development.
659 Theory and Remediation in Language Disorders in Youth (3) Intensive study of language disorders of children and adolescents; emphasis on contributions from linguistics, psychology, education, and learning theory.
660 Motor Speech Disorders (3) Advanced study of speech disorders associated with lesions of central and peripheral nervous systems.
661 Auditory Language Processing (3) Management of auditory information primarily in the central auditory nervous system. Considers relationships between auditory processing deficits and learning disabilities.
706 Special Problems (1–16R) R when topic changes.
707 Seminar: [Term Subject] (1–5R) R when topic changes.
708 Workshop: [Term Subject] (1–16R) R when topic changes.
709 Practicum: [Term Subject] (1–16R) R when topic changes.
710 Experimental Course: [Term Subject] (1–5R) R when topic changes.

**SCHOOL PSYCHOLOGY COURSES (SPSY)**

198 Workshop: [Term Subject] (1–2R)
200 Innovative Education: [Term Subject] (1–3R)
400 Innovative Education: [Term Subject] (1–3R)
405 Reading and Conference: [Term Subject] (1–21R)
406 Special Problems (1–21R)
407/507 Seminar: [Term Subject] (1–5R)
408/508 Workshop: [Term Subject] (1-21R)
409 Practicum: [Term Subject] (1-21R)
410/510 Experimental Course: [Term Subject] (1-5R)
503 Thesis (1-16R) P/N only
601 Research (1-16R) P/N only
602 Supervised College Teaching (1-5R) P/N only
603 Dissertation (1-16R) P/N only
605 Reading and Conference: [Term Subject] (1-16R)
606 Special Problems (1-16R)
607 Seminar: [Term Subject] (1-5R)
608 Workshop: [Term Subject] (1-16R)
609 Practicum: [Term Subject] (1-16R)
610 Experimental Course: [Term Subject] (1-5R)
626 Final Supervised Field Experience (1-15R) P/N only. Limited to students in school psychology program for basic certification endorsement. Prereq: instructor's consent.
661 Principles and Practices in School Psychology (4) Theory, role, and function of school psychology in its relation to learning and the school setting. Primarily for graduate students in school psychology.
671 Behavioral Assessment (4) Principles, techniques, and conceptual and practical issues involved in behavioral assessment; applied aspects include data gathering and interpretation as well as report writing.
672, 673 Psychoeducational Assessment I,II (4,4S) Covers major approaches and techniques for individual assessment of learning aptitude for students across the range of handicapping conditions. Applied aspects include administration, scoring, and interpreting intelligence tests as well as report writing.
674 Educational Assessment (4) Methods of educational assessment designed to develop and evaluate instructional interventions; topics include systematic observations, curriculum-based assessment, and teacher interviews.
680 Consultation in Organizational Development (3) Theory and techniques of organizational development. Training, data feedback, confrontation, consultation. Designed to improve the capacity to solve problems in school settings.
681 Instructional Consultation (4) Theory and practice in consultation in school settings with emphasis on instructional issues in regular and special education classrooms; students complete case studies in schools.
682 Behavioral Consultation (3) Use of behavioral-change strategies and the delivery of these services via a consultation model. Students conduct behavioral consultation with school personnel. Prereq: knowledge of the principles of applied behavior analysis.
704 Internships: [Term Subject] (1-15R)
706 Special Problems (1-16R)
708 Special Topics: [Term Subject] (1-16R)
709 Practicum: [Term Subject] (1-16R)

SPECIAL-EDUCATION DEVELOPMENTAL-DISABILITIES COURSES (SPER)
198 Workshop: [Term Subject] (1-2R) R when topic changes.
406 Special Problems (1-21R) R when topic changes.
408/508 Workshop: [Term Subject] (1-21R) R when topic changes.
409 Practicum: [Term Subject] (1-15R) Recent topics are Adult Services, Developmental Disabilities, Evaluation, with Young Children with Handicaps, Severely Handicapped Students.
503 Thesis (1-9R) P/N only
601 Research (1-6R) P/N only. A current topic is Research with Infants, Toddlers, and Preschoolers Who Are at Risk and Handicapped.
602 Supervised College Teaching (1-9R)
605 Reading and Conference: [Term Subject] (1-16R) R when topic changes.
606 Field Studies (1-6R)
607 Seminar: [Term Subject] (1-5R) Recent topics are Assessment and Evaluation of Infants and Young Children, Counseling Exceptional Youth, Developmental Curricula for At-Risk and Handicapped Young Children, Facilitating Mainstreaming, Grant Writing and Management, Independent Social Skills, Interdisciplinary Approach to Intervention with At-Risk and Handicapped Infants, Program Seminar, Transdisciplinary Approaches. R when topic changes.
608 Workshop: [Term Subject] (1-10R) R when topic changes.
609 Practicum: [Term Subject] (1-16R) Current topics are Adult Services, College Teaching, Experience with Young Children with Handicaps, Developmental Disabilities, Research, Severely Handicapped Students, Supervision, Supervision of Teachers of Students with Severe Handicaps.
610 Experimental Course: [Term Subject] (1-5R) R when topic changes.
622 Advanced Psychology of Disability (3) Overview of special education and disability-studies issues; social construction of disability, personal and family experiences and perspectives; service systems that support individuals with disabilities.
660 Qualitative Research in Disability Studies (3) Focuses on applying qualitative research methods to special education and disability studies.
667 Research Design in Special Education (3) Basic strategies used in applied special education research. Emphasis on critically analyzing research reports as consumers and on designing, conducting, and reporting research.
668 Advanced Methods in Single-Subject Research (3) Covers general methodological concerns regarding the use of single-subject designs. Provides information on the implementation and evaluation of specific design strategies. Prereq: SPER 667.
675 Law, Policy, and Bureaucracy in Special Education and Rehabilitation Services (3) Provides information and develops strategies to advocate for improved school and adult services through a better understanding of laws, policies, and bureaucratic processes.
685 Programming and Instruction for Students with Severe Disabilities I (3) Theory and implementation of behavioral technology for educating students with severe disabilities. Presents fundamental principles of behavior and specific strategies for applying the principles to instruction.
686 Programming and Instruction for Students with Severe Disabilities II (3) Focuses on providing the skills to use instructional and assessment procedures to manage complex problem behaviors. Prereq: SPER 685 or instructor's consent.
687 Programming and Instruction for Students with Severe Disabilities III (3) Focuses on providing the most advanced information available on instructional and behavioral support procedures for students who present difficult challenges. Prereq: SPER 685, 686 or instructor's consent.
690 Linked System Approach to Early Intervention (3) Conceptual underpinnings and practical application of an approach to early intervention that links assessment, intervention, and evaluation within which activity-based intervention is discussed.
691 Assessment and Curriculum in Early Intervention (3) Presents a range of assessment and instructional materials used in early intervention programs and provides methods for evaluating these materials.
692 Family Involvement in Early Intervention (3) Presents a family-guided approach to early intervention; covers strategies for family assessment, intervention, and evaluation. Addresses adult communication and management strategies.
693 Planning and Quality Assurance Systems in Rehabilitation Services (3) Presents the development of accomplishment-based organizational structures, management and information systems, and quality-assurance systems for agencies involved in transition from school to adult services.
694 Employment Services (3) Vocational habilitation of adolescents and adults with severe handicaps. Developing, training, and supporting employment options. The current status of vocational services. Supported employment alternatives.
695 Residential Support Issues (3) Provides an introduction to residential services in the United States and the specific skills needed to operate, evaluate, and manage exemplary support systems.
696 Management of Nonprofit Organizations in Rehabilitation Services (3) Emphasis on the organization and management of community organizations; includes discussions of theory and issues related to managing nonprofit organizations.
697 Curriculum Planning for Students with Severe Disabilities I (3) Programming and curricula, family- and community-referenced assessment, collaborative individual-education-plan development; design, development, and modification of curriculum in communication, social behavior, motor-mobility, and sexuality.
698 Curriculum Planning for Students with Severe Disabilities II (3) Focuses on the design of curriculum and programs for very complicated learners and the adaptation of regular curriculum content for learners with severe disabilities.

699 Classroom Management and Program Improvement (3) Noninstructional aspects of teacher responsibilities for severely disabled students. Topics include working with colleagues and classroom staff members, relating to families, program improvement, staff development, innovations.

706 Special Problems (1–6R) R when topic changes.

707 Seminar: [Term Subject] (1–5R) R when topic changes.

708 Workshop: [Term Subject] (1–6R) R when topic changes.

709 Practicum: [Term Subject] (1–16R) R when topic changes.

SPECIAL-EDUCATION EXCEPTIONAL-LEARNER COURSES (SPED)

200 Innovative Education: [Term Subject] (1–3R)

400 Innovative Education: [Term Subject] (1–3R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–16R)


408/508 Workshop: [Term Subject] (1–21R)

409 Practicum: [Term Subject] (1–21R) Recent topics include Education of Exceptional Individuals, ESCAPE Special Education, Handicapped Learner I, Talented and Gifted.

410 Experimental Course: [Term Subject] (1–5R)

411/511 Psychology of the Exceptional Individual (3) A categorical and cross-categorical survey of information about exceptional children and youth. Topics include history, etiology, identification, classification, P.L. 94-142, alternate program delivery systems.

421/521 Special-Education Reading Instruction (3) Systematic instruction of decoding and reading comprehension skills for students with disabilities: phonics analysis, language skills, content-reading, and assessment of reading.

422/522 Special-Education Mathematics Instruction (3) Systematic instruction of mathematics skills for students with disabilities: assessment, planning, curriculum modification, diagnosis and remediation of persistent error patterns, evaluation.

423/523 Special-Education Language Arts Instruction (3) Systematic instruction of written expression, oral language, handwriting, and spelling for students with disabilities: analyzing error patterns in student performance, designing lessons, modifying curriculum, assessing performance.

426/526 Behavior Management (4) Examination of applied behavior analysis strategies. Focus on behavioral assessment and evaluation procedures, behavior-change strategies, maintenance and generalization techniques, social-skills training.

427/527 Classroom Assessment Procedures (3) Focuses on analyzing and evaluating assessment and testing practices in the classroom, documenting student skills and knowledge, and interpreting program outcomes.

429/529 Secondary Programs and Transition Issues (3) Review of historical development, curricula, teaching strategies, program delivery models, and transition issues in secondary and postsecondary special education.

430/530 Introduction to Exceptionalities (3) The characteristics of handicaps as well as other implications for families and community agencies. For students who do not plan to concentrate on special education.

440/540 Academic Instruction for Adolescents (3) Programming concerns, teaching methodology, and curricula for assessing and teaching academic skills in secondary school environment to adolescents with mild disabilities.

442/542 Vocational Skills for Adolescents (3) Introduces instructional procedures for teaching vocational skills to exceptional adolescents and young adults in classroom settings. Examines vocational services available in the community.

444/544 Independent Living Skills for Adolescents (3) Emphasizes assessing and teaching independence living (living in the community with minimal assistance) and personal-social skills to exceptional adolescents.

450/550 Facilitating Secondary Mainstreaming (3) Examines issues relevant to mainstreaming secondary students with mild disabilities and research on the effectiveness of various mainstreaming practices.

470/570 Introduction to the Talented and Gifted (3) Major theoretical and research literature pertaining to talented and gifted students.

471/571 Underachieving Gifted Children (3) Definition, identification, causes, and dynamics of underachievement; alternative education programs and programming.

503 Thesis (1–9R) P/N only

601 Research (1–6R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Term Subject] (1–16R)

606 Field Studies (1–6R)

607 Seminar: [Term Subject] (1–5R) Recent topics include Analysis and Synthesis of Research: Behavior Disorders; Doctoral Professional Writing; Doctoral Special Education Issues; Supervision I, II, III.

608 Workshop: [Term Subject] (1–10R)

609 Practicum: [Term Subject] (1–16R) Topics include Classroom Consultation; College Teaching; Handicapped Learner I, II, III; Research; Secondary I, II, III; Supervision; Talented and Gifted.

610 Experimental Course: [Term Subject] (1–5R)

625 Individualizing Special Education (3) Examination of history and current practices in special education: social perspectives on past and present, research on characteristics of individuals with disabilities, development of appropriate individual education plans.

628 Law and Special Education (3) Knowledge of current case law and legislation, sensitivity to legal issues, application to legal principles related to special education services in school settings.

646 Program Management (3) Focuses on the individual education plan (IEP) process as a decision-making tool, on basic principles of classroom organization, and on the management of program support staff members.

655 Supervised Field Experience (5–12R) P/N only. Provides practical experience in teaching students with disabilities in a public-school setting under the direction of cooperating teachers and university supervisors.


661 Research and Writing in Special Education (3) Introduction to special education research and application of American Psychological Association standards: critical reading of published literature, writing professional critiques, designing and writing basic research proposals.

680 Classroom Consultation (3) Integrates best practices from learning assessment, behavior management, and effective teaching to deliver programs through consultation delivery model.

707 Seminar: [Term Subject] (1–5R)

708 Workshop: [Term Subject] (1–6R)

709 Practicum: [Term Subject] (1–6R)

777 Supervised Field Experience (1–15R) P/N only
TEACHER EDUCATION
170 Education Building
Telephone (503) 346-3404
Judith K. Grosenick, Associate Dean

CURRICULUM AND INSTRUCTION FACULTY

Nadia Telsey, instructor; adviser, ESCAPE B.S., 1969, Barnard; M.S., 1981, Bank Street College of Education. (1990)

Adjunct

Emeriti

EDUCATIONAL PSYCHOLOGY

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating
Wesley C. Becker, special education and rehabilitation
Richard D. Freund, counseling psychology
Meredith "Mark" Gall, special education and rehabilitation
Gerald D. Kranzler, counseling psychology
Richard A. Schmuck, educational policy and management
Bruce E. Wampold, counseling psychology

Programs and courses in the Division of Teacher Education are available only to students who were enrolled in these programs before fall 1992 and who will complete their major or minor requirements by the end of summer session 1993. Existing programs in this division are not open to new students during 1992-93.

For more information, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

OPPORTUNITIES IN TEACHER EDUCATION FOR UNDERGRADUATES

While undergraduate majors in education are not offered at the University of Oregon, undergraduates can explore teaching as a possible career and become informed about the choices and opportunities available to them. Information about teacher education as a profession is available in the Office of Teacher Certification, 102 Education Building, and in the university's Office of Academic Advising and Student Services, 164 Oregon Hall.

Students who plan to apply to graduate-level teacher certification programs at the University of Oregon should familiarize themselves with the admission requirements of the programs that interest them. Advisers for the College of Education's programs meet with students who want more information about possible majors and minors, courses that might be appropriate in preparation for program admission, practicum experiences, and admission requirements and procedures. It is also recommended that prospective teachers gain experience with children or adolescents. Through the university's ESCAPE Field Studies Program, located in M111 Eeb Memorial Union, students earn university credit while getting supervised experience.

TEACHER CERTIFICATION AND ENDORSEMENT

The University of Oregon offers graduate-level teacher-education programs in music, foreign languages, and special education (with endorsements in handicapped learner, severely handicapped learner, and secondary handicapped learner).

Admission and application requirements for the music and foreign language programs are described in the College of Education section of this bulletin. Special-education programs are described in the Special Education and Rehabilitation section.

The programs in elementary-middle school and secondary teacher education are inactive.

STANDARD TEACHER LICENSURE

The university continues to offer advanced preparation leading to Oregon standard licensure for teachers who hold basic credentials and must obtain standard teaching licenses. Candidates are recommended for standard teaching credentials upon satisfactory completion of program requirements in advanced subject-matter preparation and professional education. Information about standard licensure is available from the Office of Teacher Certification, 102 Education Building.

READING ENDORSEMENT

This program is inactive.

PERSONNEL SERVICE CERTIFICATION WITH SCHOOL SUPERVISOR ENDORSEMENT

This program is inactive.

WAIVER OF ENDORSEMENT OR CERTIFICATION REQUIREMENTS

Students in teacher education programs may have previous course work or experience that they believe could substitute for one or more university program requirements. Petition forms to waive requirements are available at the Office of Teacher Certification, 102 Education Building. Supporting evidence is required in each case (e.g., transcripts of college or university work or verification of employment from a supervisor), as is recommendation by the appropriate endorsement adviser or faculty member responsible for instruction in the University of Oregon program. Approval of a waiver request does not substitute for credits needed to complete a degree and is not recorded on the transcript.

GRADUATE DEGREE PROGRAMS IN CURRICULUM AND INSTRUCTION

Graduate programs in the Division of Teacher Education for the preparation of teachers, supervisors, and other educational specialists lead to the master of arts (M.A.), master of science (M.S.), master of education (M.Ed.), doctor of philosophy (Ph.D.), and doctor of education (D.Ed.) degrees.

The Division of Teacher Education is not admitting new students to the master's and doctoral programs in curriculum and instruction. Current students have until June 1993 to complete their synthesis paper, field study, thesis, or dissertation.

GRADUATE DEGREE PROGRAMS IN EDUCATIONAL PSYCHOLOGY

The educational psychology area in the Division of Teacher Education provides instruction in learning, motivation, measurement, research methods, and instructional psychology. Graduate studies in educational psychology lead to the M.A., M.S., M.Ed., Ph.D., or D.Ed. degree.
The Division of Teacher Education is not admitting new students to the master's and doctoral programs in educational psychology. Current students have until June 1993 to complete their thesis paper, field study, thesis, or dissertation.

### CURRICULUM AND INSTRUCTION COURSES (CI)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>198 Workshop</td>
<td>[Term Subject] (1–2R)</td>
<td>1</td>
<td>199 Special Studies: [Term Subject] (1–3R)</td>
</tr>
</tbody>
</table>
664 Theories of Creativity (3) Explores theories of creativity by using the unifying notions of world views (mechanistic and organismic) through self-studies involving metaphoric and metacognitive processes.

650 Early Childhood Education (3) Trends and innovative programs; formulation of objectives; organization of curricula, methods, resources, learning environments; development of evaluation procedures for ages three to seven. Prereq: EPSY 212, 213 or instructor's consent.

651 Curriculum in Early Childhood Education (3) Examines critical issues and current trends in curriculum and practice in preschools, kindergartens, and primary grades.

652 Teaching in the Kindergarten (3) Observation of learning abilities in four- and five-year-old children. Analysis of diagnostic procedures, teaching strategies, and organizational patterns of programs for individual learning.

653 Family and Schools (3) Examines the historical, social, and cultural relationships between families and schools. Issues include the family's role in the development of child and family-school interactions.


655 Language Development (3) Focuses on the development of language and the emergence of literacy, examines relationships between language, cognition, reading, and writing in various contexts.

656 Cognitive Development of the Child (3) Conceptualization in children; Piaget's theory of cognitive development; practice in Piaget-Inhelder interview techniques; design of learning strategies for early childhood education.

659 Survey of Research in Early Childhood (3) Scientific knowledge about infants and children; evaluation of previous investigations; organization of research summaries; manuscript form. Prereq: CI 654, 656, instructor's consent.

660 Curriculum Foundations (3) Examines curriculum decisions, curriculum design, and instructional organization patterns from the perspective of various social, philosophical, and psychological positions.

661 Curriculum Development (3) Examines the processes whereby curriculum change is effected and the various models that have been developed to explain these processes.

662 Advanced Curriculum Studies (3) Examines contemporary themes in curriculum scholarship including equity, culture, and the politics of knowledge. Prereq: CI 660 or instructor's consent.

663 Elementary and Middle School Curriculum (3) Curricular implications of recent scientific and technological developments and social issues. The development of curricular models, programs, and metaphors appropriate to the elementary and middle school.

664 Schooling for Early Adolescents (3) Characteristics and needs of early adolescents; patterns of school organization; examination of curricular and cocurricular components; guidance; research on middle-grade schools.

665 Middle School Curriculum (3) Instructional programs appropriate for the early adolescent years with emphasis on the various subject fields.

666 Mass Media and the Curriculum (3) The relationship between mass media and the schools; emphasis on the different ways in which mass media and schools define and communicate cultural values.

669 Child- and Substance-Abuse Issues for Educators (4) Examination of the influence of child abuse and neglect and of substance abuse on students' development and education. Emphasis on design and implementation of curriculum for awareness and prevention.

670 Advanced Teaching Strategies (3) Examination of specific teaching strategies and models of instruction appropriate to the secondary classroom.

671 Science in Elementary and Middle School (3) Science in the elementary school and its role in children's lives. Selecting and organizing content; coordinating science with elementary school activities; methods, materials, rooms, and equipment.

672 Social Studies in Elementary and Middle School (3) Social education objectives; children's social problems; unit development; work-study skills; organization of the program; materials; research on the social education of children.

673 Mathematics in Elementary and Middle School (3) Number abilities needed by children; research findings in mathematics education; designing number experiences; theories of teaching, desirable teaching procedures, selection and use of materials.

679 Community Resources for Education (3) Explores the selection, use, and integration of community resources including volunteers, social service agencies, community organizations, and information networks in educational programs.

680 Education in Anthropological Perspective (3) Examination of education as cultural process. Emphasis on cultural acquisition rather than cultural transmission in societies with and without schools.

681 Anthropology and Education I (3) Education as a cultural process from an anthropological perspective. The anthropology of teaching, anthropology in the curriculum. Education in cross-cultural settings. Prereq: CI 680, prior course work in anthropology, or instructor's consent.

682 Ethnographic Research in Education (3) The descriptive and interpretive approach of the ethnographer for applications in educational research; includes field work. Prereq: CI 681, prior course work in anthropology, or instructor's consent.

683 Anthropology and Education II (3R) In-depth exploration of a problem or issue central to the field of anthropology and education. Topics announced in advance. Prereq: CI 681 or instructor's consent.

684 Cultural and Human Relations in Education and Society (3) Creation of a relational education context through exploration and analysis of primary and diverse cultural values, structures, assumptions, perceptions, relationships, and human interactions.

686 Modern Philosophy of Education (3) Critique of ideas of Skinner, Freire, Adler, and Illich; language and culture as aspects of classroom socialization; educational foundations of communicative competence.

687 Ideology and Education (3) Examination of ideological foundations of educational policy, criticism, and educational practice; forms of conservatism and liberalism; technology as ideology; modernization and tradition. Prereq: CI 686 or instructor's consent.

706 Special Problems (1-6R)

707 Seminar: [Term Subject] (1-5R)

708 Workshop: [Term Subject] (1-6R)

709 Practicum: [Term Subject] (1-16R)

777 Supervised Field Experience (1-15R) P/N only. Practical application of knowledge and skills developed through on-campus programs completed under the guidance of a university and field-based professional supervisor.

EDUCATIONAL PSYCHOLOGY COURSES (EPSY)

198 Workshop: [Term Subject] (1-2R)

200 Innovative Education: [Term Subject] (1-3R)

212, 213 Fundamentals of Educational Psychology II (3,3S) Covers learning processes as they apply to designing effective instruction, assessing the effects of instruction, managing learning environments, motivation, and development.

400 Innovative Education: [Term Subject] (1-3R)

405 Reading and Conference: [Term Subject] (1-2R)

406 Special Problems (1-21R)

407/507 Seminar: [Term Subject] (1-5R)

408/508 Workshop: [Term Subject] (1-21R)

409 Practicum: [Term Subject] (1-21R)

410/510 Experimental Course: [Term Subject] (1-5R)

415/515, 416/516 Introduction to Statistical Methods in Education II (3,3S) Measures of central tendency and variability, correlation, univariate regression, t-tests, and analysis of variance; a basic course for students intending to conduct research under supervision. Prereq: one algebra course.

417/517 Introduction to Measurement and Appraisal in Education (3) A first course in measurement. Provides a theoretical and practical basis for evaluating and using the wide range of test and measurement data in educational research. Pre- or coreq: EPSY 415/515.

450/550 Developmental Psychology of the Child (3) Child growth, development, and psychology with special emphasis on the relevance of knowledge in these areas to applied professions.

451/551 Developmental Psychology of the Adolescent (3) Adolescent growth and development and the psychology of adolescence. Emphasis on educational and applied implications of growth and development.

453/553 Theories of Intelligence and Their History (3) Theories underlying intelligence tests. Factorial models to help understand the nature of intelligence. Review of literature showing how tests in general contribute to theory. Prereq: instructor's consent.
503 Thesis (1–16R) P/N only
601 Research (1–16R) P/N only
610 Research Design in Education (3) Statistical conclusion validity, internal validity, construct validity, external validity, experimental and quasi-experimental designs, sources of artifacts and biases, types of control groups, and ethical issues.

621, 622, 623 Educational Statistics I, II, III (3, 3, 3S) Theory and application of statistics in educational settings: topics include probability, descriptive statistics, sampling theory, hypothesis testing, t-tests, analysis of variance, regression, tests of association, and nonparametric methods.


640 Theory and History of Learning (4) Review of learning theories and variables; implications for teaching methodology and classroom management. Primarily for graduate students in educational psychology and other divisions or areas of the College of Education; others admitted with instructor's consent.

641 Instructional Psychology (3) Examines research and theory on the design of effective academic instruction. A goal is to integrate cognitive and behavioral approaches.

642 Social Psychology and Motivation (3) Social psychology and motivation as they relate to teachers and students, classroom group processes, and organizational factors in schools.

704 Internship: [Term Subject] (1-15R)
706 Special Problems (1–16R)
708 Special Topics: [Term Subject] (1–16R)
709 Practicum: [Term Subject] (1–16R)

ELEMENTARY EDUCATION COURSES (ELED)

406 Special Problems (1–6R)
407/507 Seminar: [Term Subject] (1–5R) Student Teaching is one topic. Student Teaching coreq: ELED 777.
408/508 Workshop: [Term Subject] (1–6R)
409 Practicum: [Term Subject] (1–15R) Topics include September Experience, Teaching I. and Teaching II.

605 Reading and Conference: [Term Subject] (1–16R)
606 Special Problems (1–6R)
607 Seminar: [Term Subject] (1–5R)
608 Workshop: [Term Subject] (1–6R)
609 Practicum: [Term Subject] (1–16R)

610 Experimental Course: [Term Subject] (1–5R)
660 Education in Contemporary Society (6) Review of child development from birth through adolescence with consideration of issues of gender, culture, and exceptionality within the contexts of family, community, and school. Prereq: admission to elementary-middle school teacher education program.

661 Psychology of Learning Mathematics (3) Psychological and pedagogical principles underlying the learning of mathematics skills, concepts, and principles by kindergarten through fifth-grade children. Prereq: admission to elementary-middle school teacher education program.

662 Children and Literacy (3) Consideration of language learning environments and factors related to literacy development. Issues include language as communication system, socio-linguistic and psycholinguistic processes related to language literacy. Prereq: admission to elementary-middle school teacher education program.

663 Symbol Systems in the Primary Grades (3) Provides understanding, knowledge, and skills about teaching methods and curriculum development of symbol systems including mathematics, language, and art in primary grades. Prereq: admission to elementary-middle school teacher education program.

664 Symbol Systems in the Intermediate Grades (3) Provides understanding, knowledge, and skills about teaching methods and curriculum development of symbol systems including mathematics, language, and art in intermediate grades. Prereq: admission to elementary-middle school teacher education program.

665 Symbol Systems in the Middle School (3) Provides understanding, knowledge, and skills about teaching methods and curriculum development of symbol systems including mathematics, language, and art in middle school. Prereq: admission to elementary-middle school teacher education program.

666 Exploring Natural and Social Environments in the Primary Grades (3) Relationship between primary-level child and discipline-based knowledge in the natural and social sciences. Curriculum and methods in health, science, social studies, and physical education. Prereq: admission to elementary-middle school teacher education program.


668 Exploring Natural and Social Environments in the Middle School (3) Relationship between middle-level child and discipline-based knowledge in the natural and social sciences. Curriculum and methods in health, science, social studies, and physical education. Prereq: admission to elementary-middle school teacher education program.

777 Supervised Field Experience (1–15R) P/N only. Students in supervised field experience develop the knowledge, skills, and abilities needed to plan classroom instruction, implement those plans, and evaluate student learning. Prereq: admission to elementary-middle school teacher education program.

SECONDARY EDUCATION COURSES (SEED)

406 Special Problems (1–6R)
407/507 Seminar: [Term Subject] (1–5R) Secondary Student Teaching is a current topic.
408/508 Workshop: [Term Subject] (1–6R)
409 Practicum: [Term Subject] (1–15R) Recent topics are ESCAPE: Exploring Teaching and ESCAPE: Strategies of Reading.

706 Special Problems (1–6R)
707 Seminar: [Term Subject] (1–5R)
708 Workshop: [Term Subject] (1–6R)
709 Practicum: [Term Subject] (1–16R)

777 Supervised Field Experience (1–15R) P/N only. Students develop the knowledge, skills, and abilities needed to plan classroom instruction effectively, implement those plans, and evaluate student learning. Prereq: admission to secondary teacher education program.

SECONDARY EDUCATION COURSES (SEED)

406 Special Problems (1–6R)
407/507 Seminar: [Term Subject] (1–5R) Secondary Student Teaching is a current topic.
408/508 Workshop: [Term Subject] (1–6R)
409 Practicum: [Term Subject] (1–15R) Recent topics are ESCAPE: Exploring Teaching and ESCAPE: Strategies of Reading.

706 Special Problems (1–6R)
707 Seminar: [Term Subject] (1–5R)
708 Workshop: [Term Subject] (1–6R)
709 Practicum: [Term Subject] (1–16R)

777 Supervised Field Experience (1–15R) P/N only. Students develop the knowledge, skills, and abilities needed to plan classroom instruction effectively, implement those plans, and evaluate student learning. Prereq: admission to secondary teacher education program.
The College of Human Development and Performance will close at the end of summer session 1993. Programs and courses in gerontology, human services, physical education and human movement studies, and school and community health are available only to students who were enrolled in these programs before fall 1992 and who will complete their major or minor requirements by the end of summer session 1993. Existing programs in these departments are not open to new students during 1992-93.

The Department of Dance has moved to the School of Music. The human movement studies portion of the Department of Physical Education and Human Movement Studies has become the Department of Exercise and Movement Science in the College of Arts and Sciences. In fall 1993 the Department of Leisure Studies and Services will move to a location that has not yet been determined. For more information, prospective undergraduates should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

The College of Human Development and Performance offers undergraduate and graduate professional study in gerontology, human services, leisure studies and services, physical education, and school and community health. The college also provides activity courses and intramural sports for men and women as well as open recreation programs.

Graduates of the college are teachers of physical education and health education; athletic coaches; directors of athletics; supervisors of health and physical education; community agency leaders; gerontologists; community recreation and leisure directors; leaders in YMCA, YWCA, and other youth organizations; directors of restricted and corrective physical education; workers in the field of recreation therapy and physical therapy; college and university teachers and researchers in growth and development, biomechanics, biometrics, human performance, athletics, park management, leisure studies, health education, human movement studies, recreation, and dance.

CURRICULUM

The College of Human Development and Performance offers several cross-discipline courses under the HDEV prefix. These courses may be used to satisfy requirements for majors in every college department. Required courses, including those with an HDEV prefix, are listed in each department's section of this bulletin. Human development and performance courses are cross-listed in the departments offering them.

HUMAN DEVELOPMENT AND PERFORMANCE COURSES (HDEV)

196 Field Studies (1-2R)
198 Workshop: [Term Subject] (1-2R)
199 Special Studies: [Term Subject] (1-3R)
200 Innovative Education: [Term Subject] (1-3R)
399 Special Studies: [Term Subject] (1-4R)
400 Innovative Education: [Term Subject] (1-3R)
401 Research (1-21R)
403 Thesis (1-21R)
405 Reading and Conference: [Term Subject] (1-21R)
406 Special Problems (1-21R)
407/507 Seminar: [Term Subject] (1-5R)
408/508 Workshop: [Term Subject] (1-21R)
409 Supervised Tutoring: [Term Subject] (1-21R)
410/510 Experimental Course: [Term Subject] (1-3R)
437/537 Volunteerism (3) Philosophy and historical perspective of the volunteer movement; practical aspects of developing and maintaining effective volunteer programs. Not offered 1992-93.
455 Administration of Aquatic Programs (3) Organization and administration of aquatic programs. Open to nonmajors with instructor's consent. Not offered 1992-93.

464/564 Health Aspects of Aging (3) Demographic aspects of aging: normal aging changes and deviations of the normal aging process (pathophysiology); health maintenance; implications of research on aging. Not offered 1992-93.
468/568 Organization of Senior Leisure Services (3) Overview of the continuum of services available to older people. Emphasis on leisure services. Includes legislative influences, common organizations and agencies, and programming principles and issues. Not offered 1992-93.
494/594 Nutrition and the Quality of Life (3) The role of nutrition in an optimal health paradigm. Emphasis on the balance between intellectual and intuitive approaches to food choices. Not offered 1992-93.
601 Research (1-16R) P/N only
602 Supervised College Teaching (1-5R)
605 Reading and Conference: [Term Subject] (1-16R)
606 Special Problems (1-16R)
607 Seminar: [Term Subject] (1-5R)
608 Workshop: [Term Subject] (1-16R)
609 Terminal Project: [Term Subject] (1-16R)
610 Experimental Course: [Term Subject] (1-5R) Management Issues and the Future is a recent topic.

The International Institute for Sport and Human Performance is an interdisciplinary institute formed as an outgrowth of the 1984 Olympic Scientific Congress. Its mission is to support the study of human motor behavior through research and development, dissemination of information, and service to the international community of scholars concerned with the study of sport and human performance.

Research is augmented, in part, through an active international visiting scholar program that facilitates dialogue, discourse, and collaborative research among visiting scholars, faculty members, and graduate students. To further the exchange of ideas and information, the institute conducts service programs, seminars, symposia, clinics, and conferences relevant to sport and human performance. In addition, it houses Microform Publications, which selects, publishes, and disseminates theses, dissertations, and other materials relevant to sport sciences, physical education, recreation and leisure, health, and dance.

**GERONTOLOGY**

122 Esslinger Hall
Telephone (503) 346-4207
Christopher R. Bolton, Director

**FACULTY**


Emerita


The data in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Programs and courses in the Center for Gerontology are available only to students who were enrolled in these programs before fall 1992 and who will complete their major, minor, or certificate requirements by the end of summer session 1993. Existing programs in the center are not open to new students during 1992-93. For more information, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

The study of aging prepares graduates to work with aging and older people in a variety of career fields. It also prepares them for responsible citizenship and for personal growth and understanding. The University of Oregon Center for Gerontology offers undergraduate and graduate programs and serves as a campus research center. The interdisciplinary gerontology curriculum relies heavily on current research in aging.

The diverse academic backgrounds of gerontology students reflect the interdisciplinary nature of the field. Many students study gerontology as a supplement to their professional and discipline-based major. Others pursue a degree in gerontology with a specialty in one of many professional fields offered throughout the university. The study of gerontology focuses on adult development in the second half of life with an emphasis on later adulthood and old age. The principles learned through gerontology studies apply to any professional endeavor that involves working with people.

**Careers.** Career opportunities in gerontology exist in local, state, and national government; service agencies; professional organizations; colleges and universities; and, increasingly, in the private sector. Specialists in gerontology work in residential facilities, recreational programs, health care, art centers, consulting firms, public-service agencies, nongovernmental organizations, businesses, and education and research centers. Job opportunities in virtually any profession are enhanced by a specialization in gerontology.

With a bachelor's degree, the gerontology major is qualified for most positions involving direct-service delivery to the elderly, for entry-level technical positions, and for supervised research assistance. Gerontology majors identify their professional specialty through the completion of a required minor in the field or fields of their choice.

An interdisciplinary master's degree in gerontology prepares the holder for a midlevel position in a professional specialty or for doctoral study in a number of fields.

**UNDERGRADUATE STUDIES**

Options available to undergraduates in gerontology include (1) a bachelor of arts (B.A.) or bachelor of science (B.S.) degree (often pursued as a double major with a related field or discipline), (2) a second bachelor's degree in gerontology, (3) a minor in gerontology. The undergraduate certificate program is inactive.

**Admission**

This program is not accepting new majors.

**Core Requirements** 18 credits

- Health Aspects of Aging (HDEV 464) .................... 3
- Introduction to Gerontology I,II (GERO 471, 472) .......... 8
- Psychological Aspects of Aging (GERO 481) ............ 4
- Sociological Aspects of Aging (GERO 482) ............ 3

**Bachelor's Degree Requirements** 48 credits

- Gerontology core ........................................... 18
- Gerontology or other adviser-approved electives .......... 30

Up to 12 credits of Practicum (GERO 409) may be counted as elective credits. Gerontology courses, except those offered pass/no pass (P/N) only, must be taken for letter grades and completed with grades of mid-C or higher. A minimum cumulative grade point average (GPA) of 2.50 is required for graduation. No course applied toward the major in gerontology may be applied toward a major in another discipline.

At least one minor in a professional field of study must be completed in conjunction with the bachelor's degree in gerontology.

**Second Bachelor's Degree Requirements**

Students who hold a bachelor's degree from the UO or another accredited college or university and want to do graduate work in gerontology have two options:

1. Earn a bachelor of science (B.S.) degree in gerontology. Requirements are the same as those specified earlier for the B.A. or B.S. in gerontology except as noted below.
2. Because the university regards second-bachelor's-degree candidates as graduate students, they must take the 500-level counterparts of required courses in order to earn graduate credit. For example, a student enrolls in GERO 571, 572 instead of GERO 471, 472.

University of Oregon graduate students may apply up to 8 credits of previous UO gerontology course work to this degree. Graduates of other colleges and universities may have up to the equivalent of 8 credits of previous work in gerontology evaluated for possible application toward the second bachelor's degree.

**Minor Requirements**

A minor in gerontology is available through the Center for Gerontology. Requirements for admission to a minor program are those specified for all gerontology undergraduate programs.

**Gerontology Minor** 27 credits

- Gerontology core ........................................... 18
- Gerontology electives .................................... 9

**GRADUATE STUDIES**

Students who have a bachelor's degree from an accredited college or university and want to do graduate work in gerontology have two op-
Admission
This program is not accepting new graduate students.

Interdisciplinary Studies:
Gerontology Master's Degree (IS:GERO)
The IS:GERO program leading to a master's degree offers prospective students two concentrations:
1. An applied concentration that focuses on the many ways professional services are offered to the elderly
2. A research concentration that focuses on the scientific aspects of gerontology

Admission to the program is highly selective and is intended to serve students who have not had previous gerontology education experience. The program provides an eclectic interdisciplinary experience through two collateral fields of study and a substantive disciplinary base in gerontology. The candidate for a master's degree in IS:GERO completes courses in three departments offering graduate studies at the University of Oregon. Departments from the College of Arts and Sciences may be used as well as from the professional schools. IS:GERO students may select one additional field of study from within the College of Human Development and Performance and the remaining field from selected departments outside the college.

Applicants are considered for admission to the program based on three criteria: background qualifications, statement of purpose, and availability of openings in the program for new candidates. Since the number of students participating in the program is restricted, admission is selective and based on both written application materials and screening interviews.

The IS:GERO program culminates in either an integrated terminal project or a thesis. This project or thesis is tailored to fit the student's choice of concentration and results in a document that reflects high standards of scholarship and the interdisciplinary spirit of the program. The master of arts degree requires foreign-language proficiency equivalent to the second year of college-level study.

Program of Study
A total of 66 credits are required to complete the program. The total includes 27 credits in gerontology, 15 credits in each of two collateral fields, and 9 credits for a terminal project or thesis. Introduction to Gerontology 1,11 (GERO 571, 572), prerequisites to other courses, may be replaced by transfer credits with approval of the program director.

Required Courses 12 credits
Psychological Aspects of Aging (GERO 581) .......... 4
Sociological Aspects of Aging (GERO 582) .......... 3

Research Methods in Health and Leisure (HDEV 621) ........................................ 3
Current Trends in Gerontological Research (GERO 607) ........................................ 2

Electives 15 credits
Option 1: Applied Concentration
Practionum (GERO 609) ........................................ 9
Two approved 3-credit gerontology electives .......... 6
Option 2: Research Concentration
Approved research and statistics courses .......... 9
Approved gerontology elective .......................... 3
Research (GERO 601) ........................................ 3

Collateral Fields 30 credits
Terminal Project or Thesis 9 credits
Students choosing the research concentration must select the thesis option. Students selecting the applied concentration may choose to do either a terminal project or a thesis.

A complete list of application procedures, admission requirements, and program standards is available from the Graduate Program Director, Interdisciplinary Studies: Gerontology, Center for Gerontology, 122C Esslinger Hall, University of Oregon, Eugene OR 97403; telephone (503) 346-4207.

Supporting Area in Gerontology
Gerontology as a supporting area to graduate degrees from other UO departments is a frequent choice for students who want to focus their professional or disciplinary graduate studies on the aging process. Students wanting gerontology as a supporting area must submit an application for admission to the gerontology center and complete a course plan under the guidance of a gerontology faculty adviser. Admission requires the successful completion of Introduction to Gerontology 1,11 (GERO 571, 572) with grades of mid-B or higher.

Core Requirements 12 credits
Psychological Aspects of Aging (GERO 581) .......... 4
Sociological Aspects of Aging (GERO 582) .......... 3
Seminar: Current Trends in Gerontological Research (GERO 607) ........................................ 2
Research Methods in Health and Leisure (HDEV 621) ........................................ 3

Adviser-approved Electives 9 credits

Comprehensive Examinations. Comprehensive examinations are required of graduate students completing gerontology as a supporting area. The procedures for comprehensive examinations followed by the College of Human Development and Performance are those observed by the Center for Gerontology. For more information about graduate studies in gerontology, write or call the University of Oregon Center for Gerontology, 122C Esslinger Hall, Eugene OR 97403; telephone (503) 346-4207.

Grades and Grade Options
A cumulative grade point average (GPA) of 3.00 must be maintained for all gerontology graduate program options. In addition, students must earn grades of mid-B or higher in all required gerontology courses. All courses in gerontology applied to a graduate program must be taken for letter grades unless pass/no pass (P/N) is the only grading option.

GERONTOLOGY COURSES
(GERO)

199 Special Studies: [Term Subject] (1-3R) Not offered 1992-93.
200 Innovative Education: [Term Subject] (1-3R) Not offered 1992-93.
280 Perspectives in Aging (3) Surveys studies of aging, health and physiological aspects, psychological and psychiatric aspects, family and sex roles, environmental design issues, leisure and recreation possibilities, political and economic approaches, death. Not offered 1992-93.
405 Reading and Conference: [Term Subject] (1-4R)
406 Special Problems (1-6R)
408/508 Workshop: [Term Subject] (1-6R) Not offered 1992-93.
409 Practicum: [Term Subject] (1-15R)
410/510 Experimental Course: [Term Subject] (1-5R) Not offered 1992-93.
481/581 Psychological Aspects of Aging (4) Age-related changes over the life span including cognition, memory, and personality. Prereq: 3 credits in psychology or instructor's consent. Not offered 1992-93.
482/582 Sociological Aspects of Aging (3) Considers some social gerontological theories and contexts applicable to older adulthood in modern society. Prereq: 3 credits in sociology or instructor's consent. Bolton.
484/584 Contemporary Issues in Death and Dying (3) Inquiry into various issues in dying, death, and bereavement: research, theory, relevant social organization and processes, philosophical and ethical questions. Not offered 1992-93.
HUMAN SERVICES

115 Hendricks Hall
Telephone (503) 346-3803
Sally Fullerton, Department Head

FACULTY


Anita Runyan, professor (preventive mental health, human service delivery, field instruction); director, University Community Action. B.S., 1956, Pacific Union, M.S., 1968, Ph.D., 1972, Oregon. (1972)

Kenneth Viegas, associate professor (administration of justice, social work); director, master's program in corrections. B.S., 1956; Oregon; M.S.W., 1963; California, Berkeley. (1967)

Emerita

Myna Miller, associate professor emerita (field instruction). B.A., 1931, Washington (Seattle); diploma, 1939, New York School of Social Work. (1967)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Programs and courses in the Department of Human Services are available only to students who were enrolled in these programs before fall 1992 and who will complete their major or degree requirements by the end of summer session 1993. Existing programs in the department are not open to new students during 1992-93. For more information, prospective undergraduate students should telephone the Office of Admissions at (503) 346-5201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

The Department of Human Services offers an interdisciplinary professional education program for undergraduates as well as an interdisciplinary studies master's degree program in corrections. Majors take specified and elective courses from several professional and liberal-arts disciplines. Assisted by the human services faculty, they then integrate this knowledge and use it to help resolve social problems encountered in professional practice. The primary methods used for these processes of integration and application are supervised field study, theory-practice integration courses, core courses, and individual advising.

UNDERGRADUATE STUDIES

The undergraduate program in human services is designed to (1) prepare students for entry-level professional positions in various human service organizations, particularly in the fields of corrections; mental health; and child, youth, and family services; (2) provide background preparation for graduate studies; (3) provide opportunity for midcareer students to enhance their competence and credentials; and (4) provide opportunity for mature students to change careers.

Degrees offered are the bachelor of science (B.S.) and the bachelor of arts (B.A.) in human services.

A basic philosophy of the human services program is that the development, functioning, and problems of individuals result from their interactions with their social and physical environments. Human service professionals, in order to operate within this basic philosophy, need to have a broad range of skills and knowledge of societal and individual change. The curriculum of the human services department reflects this philosophy.

The research mission of the human services department is to examine innovative approaches for addressing individual and social problems in order to improve the effectiveness of the human service delivery system. Specific areas of research interest include juvenile justice policies, mental-illness treatment programs, foster care decisions, prevention, and use of computer technology in human services.

Preparation. Professional education in human services is based on a strong liberal-arts background that has both breadth and depth. Social and individual problems are too complex to be successfully addressed within a single discipline.

High school students planning a career in human services should develop written and oral communication skills and conceptual skills. They also obtain volunteer experience in a human service agency if possible. Conceptual skills are developed through courses that require independent and analytical thinking. Communication skills are developed through such courses as expository writing, foreign languages, and speech, and through practical experience.

University freshmen and sophomores are encouraged to develop further their communication and conceptual skills and to acquire a broad liberal-arts foundation. Completion of all university general requirements and human service foundation-area requirements is encouraged during this period.

Students are also encouraged to acquire more field experience during their freshman or sophomore year. An excellent means of doing this at the university is to enroll in an ESCAPE community-service placement, in which the student may earn up to 9 credits a term for supervised work in a community service agency. Students taking ESCAPE field placements also enroll in an introductory seminar on the integration of theory and field experience. Most community colleges also offer supervised field experience in human service programs.

Careers. Professional roles for human services majors include direct-service and case management for individuals or groups, advocacy, program development, management, and other organizational roles in human service programs. Settings include child-welfare agencies, day-care programs, group homes for adolescents, drug and alcohol programs, crisis intervention programs, programs for former psychiatric patients, parole and probation offices, community action programs, emergency housing programs, and health-related social services.

The field of human services is continually changing, partly as a result of priorities and al-
locations of the various funding sources, and partly because of the increasing body of knowl-
edge about human needs and the various ways they might be met. The human services de-
partment attempts to anticipate these changes and to prepare students for emerging as well as
existing roles.

At present most human service work takes place in various types of publicly funded agen-
cies, although opportunities in private non-
profit agencies are increasing. In addition, a
growing number of private organizations are
beginning to offer social services.

Admission and Advising

The program is not admitting new majors.

Major Requirements

All students admitted as human services ma-
jors may earn bachelor's degrees by completing
the requirements in effect at the time of their
admission. If requirements change, a student
may elect to fulfill the new set of requirements.

Human services majors are required to com-
plete the following courses or approved substi-
tutes:

**Foundation Area**
- Fundamentals of Small-Group Communication (RHCM 123)
- Fundamentals of Interpersonal Communication (RHCM 124)
- Introduction to Sociology (SOC 204)
- Mind and Society (PSY 202)
- State and Local Government (PS 203)
- Development (PSY 375)

**Core**
- Issues and Policies in Human Services (HS 310)
- Applied Research and Evaluation (HS 425)
- Organizational Intervention (HS 415)
- Community Intervention (HS 416)

**Concentration Area**

In consultation with an adviser, each student selects
12 additional credits in a concentration area related
to his or her career goals. Courses may be taken in
other departments as well as human services and
must include at least 9 upper-division credits. Unless
an exception is granted, the concentration area must
be one of the following:

- Children, Youth, and Families
- Juvenile and Criminal Justice
- Mental Health

**University Community Action Program (UCA)**

The UCA program, required of all human services
majors, includes:

- Supervised Field Study (HS 409)
- Introduction to Community Action (HS 413)
- Individual and Small-Group Intervention (HS 414)
- Organizational Intervention (HS 415)
- Community Intervention (HS 416)

**Special Programs**

University Community Action Program. The University Community Action (UCA) pro-
gram is central to the undergraduate human
services major. It provides students the oppor-
tunity to study important principles of human
service work and to apply these principles in
the field.

In these field placements, students gain experi-
ence in direct-service delivery and also work to
expand services and develop new programs. The
programs in which they work serve children and
youth, senior citizens, and adult special popula-
tions such as the mentally and emotionally dis-
turbed, the developmentally disabled, and cli-
ents of the correctional system.

The UCA program involves attending the
preservice workshop in September, working in
the field placement thirty-two hours a week for
nine months, and attending a seminar each
week. The program must be taken in its
entirety, beginning in September and ending in
June. Interviews and placement arrange-
ments are completed the preceding year.

Students receive a monthly stipend and 38
credits for participation in UCA.

Placements in the UCA program are generally
filled by human services majors. Students in-
terested in more information or admission
should consult the director, Anita Runyan, or
visit the UCA office in 109 Hendricks Hall;
telephone (503) 346-5813.

Workshops. The human services department
offers a series of workshops for students and
practitioners. The continuing education series has
examined such topics as child abuse, family
violence, intervention, modern crisis, and
women and crime.

**GRADUATE STUDIES**

The interdisciplinary studies: corrections
master's degree program is not admitting new
students.

**HUMAN SERVICES COURSES (HS)**

196 Field Studies (1-2R)
198 Workshop: [Term Subject] (1-2R)
199 Special Studies: [Term Subject] (1-3R)
200 Innovative Education: [Term Subject] (1-3R)
310 Issues and Policies in Human Services (3) Issues, problems, programs, methods, and
trends in human services. Not offered 1992-
93.
399 Special Studies: [Term Subject] (1-4R)
400 Innovative Education: [Term Subject] (1-3R)
401 Research (1-2R)
403 Thesis (1-2R)
405 Reading and Conference: [Term Subject] (1-2R)
406 Special Problems (1-2R) ESCAPE I,II are current topics.
407/507 Seminar: [Term Subject] (1-3R)
Recent topics are ESCAPE I, ESCAPE Lead-
ership.
408/508 Workshop: [Term Subject] (1-2R) Recent topics are Aging, Drug Busi-
ess, Early Intervention, Future Family, Gangs,
Oregon Corrections Association, Women and
Crime.
409 Supervised Field Study: [Term Subject] (1-2R)
410/510 Experimental Course: [Term Subject] (1-5R)
413/513 Introduction to Community Action (2) Knowledge and skills needed for field-work
placement in human service agencies. Limited
to students in the University Community Ac-
tion program.
414/514 Individual and Small-Group Inter-
vention (4) Linkage of theoretical concepts
regarding work with individuals and groups to
students' University Community Action field
placements. Readings, case examples, presen-
tations, role playing, discussion. Prereq: HS
413/513.
415/515 Organizational Intervention (4)
Theoretical concepts of how human service
agencies are structured, managed, and changed
to meet clients' needs. Application to students' 
University Community Action field place-
ment agencies. Prereq: HS 414/514.
416/516 Community Intervention (4)
Analysis of current community problems and
integration of theoretical concepts. How com-
munity-centered intervention can affect hu-
man service needs. Application to University
Community Action field placements. Prereq: 
HS 415/515.
425/525 Applied Research and Evaluation (5)
Use of research to provide information for mak-
ing decisions in management and delivery of
427/527 Computer Use in Human Services
(3) Examines major productivity tools includ-
ing word processor, electronic spreadsheet,
data base, graphics, and telecommunications
software. Applications in human service set-
tings. Prereq: graduate standing or instructor's
428/528 Human Service Delivery (5) Exam-
ination of counseling, social work, and other
theories and methods for application to various
human problems and services. Not offered
1992-93.
430/530 Group Work Methods (3) Theory
and techniques of working with groups in 
human service programs; emphasis on develop-
ment of practical group work skills. Not offered
1992-93.
431/531 Counseling Interview (4) Experi-
ence-based skill development for counseling in
a variety of human service settings. Emphasis
on acquiring a practical, integrative framework
for counseling. Prereq: one term in University
Community Action program or instructor's
438/538 Family Interaction Process (3)
Examines family process and current crisis in
family relationships. Theory of family systems
theory and practical applications to family
evaluation, intervention, and restructuring.
Not offered 1992-93.
440/540 Social Welfare Institutions (3)
Not offered 1992-93.
443/543 Family Policy (3) Family policy from
philosophical, empirical, and practical perspec-
tives. Primary objective is to link family struc-
tural elements to family policy needs, programs,
446/546 Child Welfare Services (3) History,
analysis, and development of child welfare ser-
vices in the West. Focus on values and philoso-
phy. Critique of agencies in Oregon and the
LEISURE STUDIES AND SERVICES

180 Esslinger Hall
Telephone (503) 346-3396
Christopher R. Edginton, Department Head

FACULTY

Emeriti
Lois E. Penson, assistant professor emeritus (applied arts). B.S., 1948, North Dakota; M.S., 1950, Cornell. (1959)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Programs and courses in the Department of Leisure Studies and Services are in transition during 1992–93. In full 1993 the department will move to a location that has not yet been determined. The undergraduate minor program in leisure studies and services is inactive. For more information, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

The Department of Leisure Studies and Services offers a well-rounded, well-developed program of professional education in leisure services at both the undergraduate and graduate levels. It also provides complementary leisure service courses for the university through electives, promotes research on the phenomenon of leisure, and promotes current leisure service practices and policies among service providers. The minor program in leisure studies and services is inactive.

The department’s major function is to prepare students for professional careers in leisure services. Programs lead to bachelor’s, master’s, and doctoral degrees. Strong emphasis is placed on courses that provide a broad liberal education as well as those having a professional focus. Students apply the knowledge gained through practical service.

The department attempts to develop the student’s social and personal attitudes and responsibilities, ethical standards, sense of cultural balance, and commitment to service. Its program, therefore, includes courses intended to promote an appreciation of the traditions of a free society, to foster attitudes of critical observation and judgment, and to equip the prospective professional in leisure services with the necessary technical knowledge and specialized skills. Graduates of the Department of Leisure Studies and Services become coordinators and managers of public, private, and commercial leisure services.

Accreditation. The department is one of ninety-four colleges and universities currently accredited by the Council on Accreditation sponsored by the National Recreation and Park Association/American Association for Leisure and Recreation.

Substance Abuse Prevention Program
The UO Substance Abuse Prevention Program offers a series of courses, conferences, workshops, and practicum experiences in the prevention of substance abuse. For more information call Director Richard G. Schlaadt or Miki Mace, program coordinator, at (503) 346-3397.

Institute of Recreation Research and Service
The Institute of Recreation Research and Service promotes scholarly endeavors and community service by coordinating the diverse human, fiscal, and physical resources of the Department of Leisure Studies and Services. The institute encourages basic and applied research on the phenomenon of leisure and the delivery of leisure services. It publishes technical and research reports and leisure-related monographs, and it contributes to community service through demonstration projects, referrals to consultants, and information dissemination.

UNDERGRADUATE STUDIES

The Department of Leisure Studies and Services offers major curricula leading to the bachelor of science (B.S.) and bachelor of arts (B.A.) degrees and provides a foundation for graduate work leading to advanced degrees. The undergraduate program provides the student with a generalist’s view of the career field. Many students combine this with a specific interest in public, commercial, private, or other recreation agency setting.

Admission
To be considered for admission as a leisure studies and services major, students must demonstrate a minimum grade point average (GPA) of 2.50 on all college-level work attempted. Application to the department must be made prior to the term for which admission is sought. Application deadlines are August 21 for fall term, December 1 for winter term, and March 1 for spring term.

Students with GPAs of 2.00 to 2.49 may submit petitions for admission to the department as majors. The approval of petitions is not automatic. Admission is based on evaluation of the petition and the availability of space in the program.

Students must do all of the following to be admitted to the department:
1. Confer with a peer advisor
2. Fill out an application for admission
3. Formally declare leisure studies and services as a major
4. Provide up-to-date transcripts of all college-level work
Major Requirements

Requirements for a bachelor’s degree in leisure studies and services include 64 credits in approved LSS-prefix courses in the following order:

**Preprofessional** 7 credits

- Introduction to Leisure Services (LSS 210) .................................................. 3
- Programming Leisure Services (LSS 220) .................................................. 4

LSS 210 and 220 are prerequisites for taking other courses required for the degree.

**Professional Core** 24 credits

- Leisure and Special Populations (LSS 310) ............................................... 3
- Leisure and Natural Resources (LSS 320) ........................................... 3
- Leisure Behavior (LSS 321) ........................................................................... 3
- Managing Leisure Services (LSS 322) .................................................. 3
- Financing Leisure Services (LSS 323) .................................................. 3
- Marketing Leisure Services (LSS 324) .................................................. 3
- Evaluating Leisure Services (LSS 325) .................................................. 3
- Issues in Leisure Services (LSS 430) ........................................................... 3

LSS 430 must be taken one or two terms before the internship, but after the prerequisites are completed (see below).

**Professional Electives** 21-24 credits

Electives may be taken concurrently with professional core courses. Electives are to include seven courses or a combination of three courses and a 12-credit internship.

**Internship** 12 credits

- Leisure Service Internship (LSS 415, repeatable once) ........................................... 12

LSS 310, 320, 321, 322, 323, 324, 325, and 430 are prerequisites for enrolling in Internship (LSS 415).

The department also requires at least one course in each of the following: sociology, psychology, and physical education. These courses may also be applied to university graduation requirements. First aid certification and cardiopulmonary resuscitation (CPR) are strongly recommended.

Students must earn grades of C– or better in leisure studies and services courses to satisfy major requirements.

**Transfer Students**

Students transferring from other institutions without previous leisure studies and services courses or their equivalents must follow the application procedure for admittance into the department (see above). Completion of major requirements takes approximately six terms, or two academic years.

Students who transfer from an institution with leisure studies and services courses or their equivalents should complete all of their requirements at the university at which the degree is earned. The student should complete a minimum of 15 credits in LSS courses (excluding open-ended numbers) and 12–15 credits in practice or field studies (LSS 409 or 415) at the University of Oregon. Transfer students must have a 2.50 grade point average (GPA) or better.

**Minor Requirements**

The minor program in leisure studies and services is inactive.

**Peer Advising**

The Department of Leisure Studies and Services peer advising program helps students interested in obtaining curriculum information or in applying to the department for major status, and it offers advice about general university and departmental requirements. The peer advising office is located in 187A Esslinger Hall.

**GRADUATE STUDIES**

Master of science (M.S.), master of arts (M.A.), doctor of education (D.Ed.), and doctor of philosophy (Ph.D.) degrees in leisure studies and services are available. Information on university regulations governing graduate admission is in the Graduate School section of this bulletin.

Master’s degree programs prepare graduates for professional positions in the managed recreation and tourism industries including public, private, and commercial leisure agencies, convention bureaus, and destination resorts. Students may choose to complete a thesis. All master’s degree candidates must take a comprehensive examination.

Doctoral degree programs prepare students for research and teaching positions at universities and colleges and for top-level executive positions.

**Program Requirements**

- Core 18 credits
  - Historical Concepts of the Leisure Profession (LSS 615) .............................................................. 3
  - Philosophy of Leisure (LSS 620) .................................................. 3
  - Research Methods in Health and Leisure (HDEV 621) .................................................. 3
  - Measurement in Leisure Services (LSS 622) ........................................... 3
  - Social Psychology of Leisure (LSS 623) .................................................. 3

- Study Emphases 9-12 credits
  - Electives: Courses in leisure studies and services or another department
  - Supporting Area outside the Department 15-18 credits

- Comprehensive Examination

Master’s Degree Program

Eduating for innovation is the central theme of the master’s degree curriculum. The intent of the academic program is to integrate the concept of entrepreneurship into all graduate-level courses. Entrepreneurship is an approach to the management of organizations—whether public, private, or commercial—that uses initiative, creativity, and calculated risk taking to generate opportunities for innovation. This orientation reflects the current need in the leisure service industry for managers who are capable of meeting its continually changing demands. Most students begin fall term. The deadline for completed applications is May 1.

- Degree Requirements
  - Both the M.S. and the M.A. degrees require completion of 54 credits, of which 34 must be in leisure studies and services courses. The M.A. degree requires demonstra-

onstrated proficiency in a foreign language. A total of 15 credits may be transferred from other colleges and universities if approved by the Graduate School.

- Program Structure.

A core curriculum of 18 credits is required for all master’s degree candidates. In addition, students must take a minimum of 9 credits in study emphases, 9 credits in courses offered by another department or subject area approved by the student’s adviser, and 13–18 credits of electives from any department. Candidates who have not completed an undergraduate degree in recreation and parks or leisure services must take an additional 15 credits in leisure studies and services courses prior to or during their graduate program of study. The department offers five study emphases: management and program development, tourism, Pacific Rim studies in leisure, commercial leisure services, and leisure and human development.

- Program Requirements

  - Core
  - Study Emphases: 9-12 credits
  - Electives: 15-18 credits

- Master’s Degree Program

Educating for innovation is the central theme of the master’s degree curriculum. The intent of the academic program is to integrate the concept of entrepreneurship into all graduate-level courses. Entrepreneurship is an approach to the management of organizations—whether public, private, or commercial—that uses initiative, creativity, and calculated risk taking to generate opportunities for innovation. This orientation reflects the current need in the leisure service industry for managers who are capable of meeting its continually changing demands. Most students begin fall term. The deadline for completed applications is May 1.

- Degree Requirements
  - Both the M.S. and the M.A. degrees require completion of 54 credits, of which 34 must be in leisure studies and services courses. The M.A. degree requires demonstra-

- Program Guidelines

1. Three years of intensive study beyond the master’s degree are typically required
2. Candidates are required to assume primary responsibility for an undergraduate course in leisure studies and services sometime during their program
3. Candidates are required to demonstrate high-level competence in scholarly research
Admission
For admission to the doctoral program, a student must:
1. Have completed requirements for a master's degree
2. Achieve a minimum score of 50 on the Miller Analogies Test (MAT) or 520 on the verbal portion of the Graduate Record Examinations (GRE)
3. Be endorsed by a graduate faculty member whose research interests coincide with the applicant's and who has space available on his or her research team

The deadline for application to the Ph.D. program for fall term is May 1. Early application increases the possibility of financial support.

Program Structure
Doctoral students must complete a minimum of 150 credits beyond the bachelor's degree. Specific program and credit requirements follow:

Core
- Research (LSS 601) ............................................... 3
- Supervised College Teaching (LSS 602) ..................... 3
- Philosophy of Leisure (LSS 620) ............................ 3
- Leisure Behavior: Theory and Research (LSS 630)
or Leisure Management: Theory and Research (LSS 632) .......... 3
- Leisure Studies in Higher Education (LSS 635) .......... 3

Support Area. Each student must take 21 credits in a support area consisting of three or four courses outside the Department of Leisure Studies and Services that are related to the student's primary area of concentration. The courses must be taken at the university after admission to the doctoral program. Typically, courses in the support area are from one academic department, but they may be interdisciplinary if organized around a common theme and approved by the student's academic adviser.

Adancement to Candidacy
In addition to completing the core, research and statistics, and primary and support areas, a student must pass two written comprehensive examinations—one on the core and the primary area of concentration, the other on the support area. The student is advanced to candidacy upon completion of all these requirements.

Dissertation
The candidate must complete 18 credits in Dissertation (LSS 603) by writing and successfully defending a dissertation.

Foreign Language or Computer Proficiency
Candidates must demonstrate proficiency in a foreign language, which may be demonstrated by completion of two years of study in the language.

Computer proficiency may be substituted for a foreign language by completing 12 credits in computer science courses or 9 credits in advanced statistics and research design. Course selection is subject to approval by the student's adviser.

Electives
The doctoral program includes 36 credits in elective courses, usually drawn from courses completed for the master's degree.

Graduate Assistants and Trainees
A limited number of teaching and administrative assistantships are available, primarily to full-time students who have completed several years of teaching or other full-time professional field experiences. Stipends include a salary for nine months and reduced tuition. Applications may be obtained from the graduate coordinator, Department of Leisure Studies and Services.

LEISURE STUDIES AND SERVICES COURSES (LSS)

150 Leisure in Society (3) Concepts of community recreation; scope of recreation in American life; the role of recreation, parks, and sports in human experience and in the structure of community living.

196 Field Studies (1-2R)
198 Workshop: [Term Subject] (1-2R)
199 Special Studies: [Term Subject] (1-3R)
200 Innovative Education: [Term Subject] (1-3R)
210 Introduction to Leisure Services (3) Introduction to the basic historical and philosophical foundations of leisure and recreation.

220 Programming Leisure Services (4) Principles and practices associated with the leisure programming process including needs assessment; program development, implementation, evaluation, and modification. Leadership theory and application to programming.

230 Leisure and Special Populations (3) Relationship of leisure behavior to special conditions, similarities and differences among the helping therapies.

310 Leisure and Natural Resources (3) The role of natural resources in the pursuit of leisure activities, developing a land ethic, ecological awareness, and minimum-impact programs.

321 Leisure Behavior (3) Examination of individual and group leisure behavior within a human developmental context. Identification and exploration of motivating factors related to traditional and contemporary leisure expression.


323 Financing Leisure Services (3) Analysis of traditional and contemporary sources for financing leisure service organizations; property taxes, bonds, user fees, fund-raising methods, joint-venture agreements.

324 Marketing Leisure Services (3) Application of marketing concepts and methods, including market segmentation and target marketing, to public and private leisure service organizations.

325 Evaluating Leisure Services (3) Methods, techniques, and application of evaluation in recreation and park service functions: clientele, programs, personnel, facilities, and organization.

371 Human Relations in Supervision of Personnel (3) Supervision of personnel in public recreation and park services provided by municipal, district, county, state, and federal recreation and park departments.

400 Innovative Education: [Term Subject] (1-3R)
401 Research (1-21R)
403 Thesis (1-21R)
405 Reading and Conference: [Term Subject] (1-21R) Pre-requisite: department head's consent.

406 Special Problems (1-21R) Peer Advising is a recent topic.

407/507 Seminar: [Term Subject] (1-5R)
408/508 Workshop: [Term Subject] (1-21R) Environmental Awareness: Oregon Coast is a recent topic.

409 Practicum: [Term Subject] (1-21R) P/N only. Art Therapy is a recent topic.

410/510 Experimental Course: [Term Subject] (1-5R) Recent topics are Convention Services, Eco-Tourism, Event Management, International Tourism, Management Issues, Tourism and Oregon's Environment.

415 Leisure Service Internship (1-21R) Pre-requisite: completion of core requirements, practicum, three courses in area of concentration, introduction to field-study seminar, and instructor's consent.
HDEV 451 Critical Issues in Leisure Services (3) Examination of issues critical to the leisure profession; preparation for internship and entering the profession.
HDEV 551 Private and Commercial Recreation (3) Current state and future prospects of private and commercial recreation enterprises; entry opportunities, organizational structures, marketing orientation.
HDEV 552 Leisure and Tourism (3) Travel and tourism as an area of study. Local, regional, and national tourism; tourist behavior and the social, environmental, and economic impact of tourism.
HDEV 455 Administration of Aquatic Programs (3) See Human Development and Performance.
HDEV 560 Leisure in the Pacific Rim (3) Investigation of the geographical, cultural, attitudinal, and behavioral aspects of leisure and tourism in Pacific Rim countries.
HDEV 570 Leisure in the Armed Forces (3) Not offered 1992-93.
HDEV 582 Facilitation of Leisure Education (4) Examination of leisure education and leisure counseling including models, content, issues, and intervention strategies; assessment of leisure functions and the relationship of leisure to wellness. Includes laboratory. Prereq: LSS 321, 481/581 or instructor’s consent.
HDEV 584/596 Recreation Areas and Facilities (3) The planning, construction, and operation of recreation areas, facilities, and buildings.
HDEV 503 Thesis (1–16R) P/N only
HDEV 601 Research (1–16R) P/N only
HDEV 602 Supervised College Teaching (1–5R)
HDEV 603 Dissertation (1–16R) P/N only
HDEV 605 Reading and Conference: [Term Subject] (1–16R) Prereq: department head’s consent.
HDEV 606 Special Problems (1–16R) Master’s Project is a current topic. Prereq: department head’s consent.
HDEV 607 Seminar: [Term Subject] (1–5R) Recent topics are Tourism Issues, Tourism Trends.
HDEV 608 Workshop: [Term Subject] (1–16R)
HDEV 609 Practicum: [Term Subject] (1–16R) P/N only
HDEV 610 Experimental Course: [Term Subject] (1–5R) Public Leisure Services is a recent topic.
HDEV 615 Historical Concepts of the Leisure Profession (3) Key historical events, figures, and factors that have provided a basis for the development of the organized park and recreation movement in the United States.
HDEV 620 Philosophy of Leisure (3) Historical theories of play and leisure. Fundamental philosophical concepts related to principles and practices of conducting leisure programs. Critical overview of current literature.
HDEV 622 Measurement in Leisure Services (3) Application of data analysis and measurement to leisure service administration, research, and planning models; use of descriptive and inductive measurement techniques for recreation-related variables.
HDEV 623 Innovation and Entrepreneurship in Leisure Services (3) Innovation and entrepreneurship in leisure services with emphasis on creativity, change management, trend analysis, and action planning in public, commercial, and nonprofit leisure service organizations. Prereq: graduate standing.
HDEV 624 Social Psychology of Leisure (3) Social psychological dimensions of human leisure behavior. Motivational determinants of leisure behavior and applications to leisure programs and leisure service delivery systems.
HDEV 632 Leisure Management: Theory and Research (3) Examines theories, research results, and methods of research in management of leisure services. Prereq: graduate standing.
HDEV 6325 Leisure Studies in Higher Education (3) The role of the educator in leisure studies including current issues and realities in higher education and curriculum design and evaluation. Prereq: doctoral standing or instructor’s consent.
HDEV 650 Tourism Research (3) Examines the organization of the tourism industry and its social and economic impacts. Emphasis on evaluating and applying current tourism research.
HDEV 651 Management of Private and Commercial Recreation (3) Application of small-business practices to private recreation enterprises. Examination of trends, problems, and the operational requirements of a wide range of recreation businesses.
HDEV 670 Leisure Service Management (3) Organization and management of public, private, and commercial leisure services. Organizational culture, history, motivation, organizational structure, managerial leadership, communications, decision making, and organizational development.
HDEV 671 Public Leisure Services (3) Concepts and theory of community leisure services; planning, implementing, supervising, financing, and evaluating. Prereq: graduate standing.
HDEV 685 The Professionalization of Therapeutic Recreation (3) Not offered 1992-93.

PHYSICAL EDUCATION AND HUMAN MOVEMENT STUDIES

PHYSICAL EDUCATION AND HUMAN MOVEMENT STUDIES
170 Gerlinger Annex
Telephone (503) 346-3383
Becky L. Sisley, Program Head

FACULTY
Karla S. Rice, senior instructor (recreational programs); director, recreation and intramural sports. B.S., 1962, Central Michigan; M.A., 1965, Michigan State. (1967)
Lois J. Youngen, associate professor (professional preparation); B.S., 1957, Michigan State; Ph.D., 1971, Ohio State. (1960)

emeriti
John W. Borchardt, associate professor emeritus (administration, philosophy). B.S., 1940, LaGrange; M.A., 1941, Ph.D., 1966, Iowa. (1948)
William J. Bowernann, professor emeritus; assistant athletic director emeritus. B.S., 1933, M.S., 1951, Oregon. (1948)
H. Harrison Clarke, professor emeritus (research). B.S., 1925, Springfield; M.S., 1931, Ed.D., 1940, Syracuse. (1953)
Betty F. McCue, professor emerita (history, philosophy). B.S., 1945, Pittsburgh; M.S., 1948, MacMurray; Ph.D., 1952, Iowa. (1968)
Marian H. Miller, professor emerita; assistant university physician emerita. B.A., 1925, M.D., 1930, Oregon. (1931)
Coffie Munsen, associate professor emerita (professional physical education). B.S., 1948, Northern Colorado; M.S., 1956, Washington (Seattle); Ph.D., 1966, Iowa. (1959)
Jessie L. Puckett, professor emerita (professional preparation). B.S., 1931, M.S., 1937, Oregon. (1952)
Janet G. Woodruff, professor emerita (administration, service programs). B.S., 1926, M.A., 1929, Columbia. (1929)

The data in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Degree, major, and minor programs and professional courses in the Department of Physical Education and Human Movement Studies are available only to students who were enrolled in these programs before fall 1992 and who will complete their major, minor, or degree requirements by the end of the summer session 1993. Existing programs in the department are not open to new students during 1992-93. See the Exercise and Movement Science section of this bulletin for related programs. For more information, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

Physical education is concerned both with understanding the role of movement in the lives of humans and with using that understanding to improve the quality of human life. The programs of the Department of Physical Education and Human Movement Studies express both goals.

The Division of Recreation and Intramural Sports and the Division of Service, Physical Education deliver physical education services to members of the university and surrounding communities. The first is aimed at improving the informal life of the university and the community with recreational and competitive activities. The second offers an extensive variety of learning activities (credit or noncredit) as an integral part of every individual's liberal preparation for life.

The department also offers carefully structured undergraduate programs leading to the bachelor of science (B.S.), bachelor of arts (B.A.), or bachelor of physical education (B.P.E.) degree. Students can prepare for careers through one or more of the following programs: fitness management, human movement studies, and interdisciplinary studies.

Through the department's graduate program, new knowledge is added to the physical education and human movement fields. Students prepare for careers in research on human movement phenomena or in advanced teaching, coaching, athletic training, or fitness and lifestyle management.

Opportunities and services are also available to people with special educational needs.

Facilities. The university's buildings and playing fields devoted to physical education occupy a forty-two-acre tract at the southeast corner of the campus. Esslinger Hall provides gymnasiaums and court facilities, offices, classrooms, study areas, and research laboratories. The main offices for graduate studies and for service physical education courses are in Esslinger Hall. The building also meets the instructional and recreational needs of the entire university population.

Gerlinger Hall houses classrooms, a dance studio, the Janet G. Woodruff Gymnasium, and research laboratories. The recreation and intramural sports office is located in this building.

Gerlinger Annex has well-equipped gymnasiums and dance studios. The main offices of the undergraduate professional physical education program and the Department of Dance undergraduate and graduate programs are in this building.

Leighton Pool, a college short-course competition pool located next to Esslinger Hall, and Gerlinger Pool, in Gerlinger Hall, are used for instruction and recreation.

Adjoining Esslinger Hall on the south is McArthur Court, basketball pavilion and athletic center of the Associated Students of the University of Oregon. McArthur Court seats more than 10,000 spectators. Playing fields located east and south of Esslinger Hall and on the south bank of the Willamette River provide excellent facilities for outdoor class instruction and for intramural and intercollegiate sports. Hayward Field provides track-and-field facilities for intercollegiate athletics, classes, and recreational programs. There are six standard plexipave tennis courts north of Hayward Field and nine covered courts east of Leighton Pool. Autzen Stadium, a 41,000-seat football stadium, is located across the Willamette River from the main campus.

Sports Medicine and Fitness Assessment
The Slocum Sports Medicine and Fitness Research Laboratory, located in 71 Esslinger Hall, provides clinical athletic training and injury management services. It also provides fitness assessment and consulting services for additional fees.

ACTIVITY AND FITNESS PROGRAMS

Service Courses
Emphasis in all service courses is on learning recreational and physical skills that contribute to the physical, mental, and social development of the individual. Most classes meet two or three times a week for 1 credit. Several courses in the outdoor pursuits program include three-day field sessions in addition to a few on-campus sessions.

If space is available in service courses, students may enroll without credit through the NCS (noncredit student) program. Faculty, staff, and community members must enroll through the SHAPE (Sport, Health, and Personal Excellence) program.

Recreation and Intramurals
The College of Human Development and Performance sponsors recreation and intramural programs for members of the university community. The purpose of these programs is to provide opportunities for students, staff and faculty members, and their families to enjoy formal and informal recreational activities. The Division of Recreation and Intramural Sports provides competition and recreational activities in an atmosphere of relaxation and enjoyment.

Opportunities for sports participation include all-campus tournaments, intramurals, and special events. Some of the most popular events are aerobics, badminton, basketball, bowling, cross-country, flag football, fun runs, golf, handball, racquetball, softball, soccer, swimming, tennis, track and field, volleyball, and wrestling.

Recreation Classes. Recreation classes provide high-quality and inexpensive instruction without academic pressure. Available classes include aerobics, weight workout, water aerobics, dance, and tae kwon-do. These noncredit classes are open to all students and to all members of the faculty and staff.

Open Recreation. Departmental facilities and equipment are available for open recreation when not scheduled for class use. These include the gymnasiums, courts, pools, and weight center in Esslinger Hall, Gerlinger Hall, and Gerlinger Annex. Outside field space and tennis courts are also available. Rentals, reservations, and inquiries may be directed to the recreation and intramural office, 103 Gerlinger Hall; telephone (503) 346-4113.

Employment
Through a large variety of programs and services available throughout facilities, the department generates many part-time jobs. Physical education majors and physical education premajors are well qualified for these positions by virtue of their experience. They are invited to apply to department offices for referral. The department also assists community agencies in finding qualified students for leadership opportunities.

DIVISION OF UNDERGRADUATE STUDIES

The undergraduate curriculum in physical education and human movement studies, leading to the bachelor of science (B.S.), bachelor of arts (B.A.), or bachelor of physical education (B.P.E.) degree, provides a high-quality program of professional study. A strong high school background in English composition, biology or chemistry, and physical education is desirable. During the freshman and sophomore years, the student obtains a sound foundation in liberal arts and basic sciences. This is supplemented by a core of physical education activities and introductory instruction in physical education theory. The upper-division program is devoted principally to studies of physical education: motor learning, kinesiology, growth and motor development, physiology of exercise, social psychological aspects of sport, and courses specific to a particular career direction.

Admission
The department is not admitting new majors during 1992-93.

Students who were declared premajors in the department before fall 1991 have the option of meeting the prerequisites listed above or those in effect when they became premajors. In either case, advancement to major status requires a 2.75 grade point average (GPA) in University of Oregon course work. Physical education pre-majors should consult their assigned departmental advisers for additional information.
Students transferring to the university as physical education premajors should have completed course work to meet university general requirements, including one year of general chemistry or one year of general biology as well as one year of mathematics, if they plan to earn a B.S. degree. Course work equivalent to that listed below under Theory Core and a minimum of three professional-activity laboratories should also be completed.

Degrees. The degree sought places constraints on the course work undertaken. Students seeking B.A. degrees must satisfy foreign language, university, and group requirements for that degree in addition to taking extensive course work in the sciences required by the physical education core program. The B.S. degree in physical education requires that students complete one year of mathematics and other university requirements. The B.P.E. degree does not require foreign language or mathematics, but students must satisfy university group and departmental requirements. The B.P.E. degree is available only to students in the interdisciplinary program. Students must declare their intent to earn a B.P.E. degree before they begin their last five terms at the university.

The department confers graduation with honors on students whose cumulative GPA for all college and university work is 3.50 or above and who have completed at least 90 credits at the University of Oregon.

All physical education courses and BI 311, 312, 313, and 314 must be taken for letter grades if that option is available.

Core Program

The core program is the set of courses required of all majors in physical education. Beyond the core, students take additional course work in a specific program of study. A variety of curricula appropriate to specific career directions is offered. The majority of students earning the core, students take additional course work in a major of all majors in physical education. Beyond the core, students take additional course work in a specific program of study. A variety of curricula appropriate to specific career directions is offered. The majority of students earning the core, students take additional course work in a specific program of study. A variety of curricula appropriate to specific career directions is offered. The majority of students earning the core, students take additional course work in a specific program of study.

Activity Core

9–11 credits

Professional Activities: Aquatics Foundation (PEP 194) ......................................................... 2
Professional Activities: Conditioning (PEP 294) ... 2
Professional Activities: Dance Heritage (PEP 294) ................................................................. 2
Two elective professional-activity courses

Wilderness Survival (PEOL 285) ......................... 1

Physical Education Programs of Study

Physical education majors are required to select one program of study. They must complete the courses listed for that specific program as well as the core of theory and activity courses. The programs are described below.

Exercise and Sport Science

The objective of the exercise and sport science program is to provide students with a broad background in science courses pertinent to such areas as adapted physical education, biomechanics, exercise physiology, athletic training, sport psychology, physical therapy, and motor learning and control. These courses attempt to expose students to the spectrum of scientific inquiry. The exercise and sport science student should have a strong interest in pursuing graduate study and a career as a researcher, teacher in higher education, sports medicine practitioner, or therapeutic professional. The required courses listed below, in combination with the PEP core and university requirements such as mathematics and health, provide a rich source of knowledge in exercise and sport science.

Required Courses

59–61 credits

General Biology I,II,III (101, 102, 103) ........... 9
Mind and Brain (PSY 201) ......................... 4
Thinking (PSY 330) or Development (PSY 375) ... 3
General Chemistry (CHE 221, 222, 223) .......... 2
General Physics (PHYS 201, 202, 203) or General Physics with Calculus (PHYS 211, 212, 213) .... 3
General Chemistry Laboratory (CHE 227, 228, 229) ......................................................... 12
General Physics Laboratory (PHYS 204, 205, 206) or General Physics Laboratory (PHYS 221, 222, 223) ......................................................... 12

Additional science courses: Human Anatomy I: Bones, Muscles, Nerves (BI 311) and Human Anatomy II: Systems of the Body (BI 312) and Human Physiology I: Nerve, Muscle, Senses (BI 313), Human Physiology II: Homeostatic Mechanisms (BI 314) ......................... 12

Professional and Philosophical Foundations (PEP 211) ............................................................ 3

Social Psychology of Sport and Exercise (EMS 321) ................................................................. 4
Motor Control (EMS 332) .................................. 4
Physical Growth and Motor Development (EMS 331) ............................................................. 4
Kinesiology (PEP 371) ................................. 4

Physical therapy, admission requirements in standard schools of physical therapy, which are usually operated in conjunction with medical schools, strongly emphasize foundation work in the basic sciences. The exercise and sport science program provides excellent preparation for physical therapy training. It is recommended that students take at least 6 credits in Practicum: Prephysical Therapy (EMS 409).

Fitness Management

This program emphasizes the academic and technical knowledge necessary to conduct fitness programs in public and private agencies. Students are prepared to assume leadership and management positions within the health and physical fitness industries. The program blends academic and clinical study in the areas of fitness assessment, exercise prescription, and rehabilitation. Interdisciplinary course work and clinical experiences in departmental laboratories and local agencies comprise this program. Students in this program must take BI 101–103 and 111–113 in the theory core. A University of Oregon GPA of 2.75 is required to register for Internship: Fitness Management (EMS 434).

Required Courses

56–70 credits

Physical Education, 30–42 credits:

Required Courses

Core and Preparation of Injuries (PEP 361) ........ 3
Professional Activities: Aerobics (PEP 394) .......... 1
Sport and Fitness Management I,II (PEP 453, 454) 6
Fitness Appraisal and Prescription I,II (PEP 461, 462) .............................................................. 8
Adult Fitness Programs (PEP 463) .................... 3
Internship: Fitness Management (EMS 404) ........ 6–15
Practicum: Fitness Management (EMS 409) ........ 3–6

HUMAN DEVELOPMENT AND HUMAN MOVEMENT STUDIES

Human Development and Performance, 15–19 credits:

Nutrition (HEP 225) ........................................ 3
Select 12–16 credits:
Perspectives in Aging (GERO 280) ................. 3
Experimental Course: Introduction to Weight Management (HEP 410) ......................... 3
Adapted Physical Education (PEP 442) with Practicum: Adapted (EMS 409) .................... 4
Tests and Measurements (PEP 443) ................ 3
Drugs in Sports (HEP 463) ................................ 3
Health Promotion: Stress Management (HEP 468) ......................... 3
Introduction to Gerontology I (GERO 471) ........ 4
Psychological Aspects of Aging (GERO 481)........ 3
Sociological Aspects of Aging (GERO 482) ........ 3
Vitamins and Minerals (HEP 493) ................. 3

A complete list of elective courses is available in the department office.

Psychology Social Science Cluster, 11 credits:

Mind and Brain (PSY 201) ......................... 4
Mind and Society (PSY 202) ...................... 4
Thinking (PSY 330) or Development (PSY 375) ... 3

Students who completed the undergraduate fitness management program at the University of Oregon may use courses required in the undergraduate program to meet course requirements, but not credit requirements, in the graduate fitness management program. This includes the four selected courses from within the college. The graduate program must include a minimum of 45 credits. Only 500- and 600-level courses taken during the senior year after the 186 credits required for a bachelor’s degree have been completed may count toward the graduate-degree credit requirement.

Human Movement Studies

This program is for students who want teacher certification in the state of Oregon. After completing the bachelor’s degree in physical education, the student enters the fifth-year teacher certification program.

Required Courses

58–59 credits

Professional Theory, 10 credits:

Children’s Movement and Sport Activities (PEP 345) .......................................................... 4
Care and Prevention of Injuries (PEP 361) .......... 3
Practicum: ESCAPE Public Schools (CI 409) ...... 3

Professional Activities, 15 credits:

Professional Activities: Gymnastics (PEP 294) .... 2
Professional Activities: Track and Field (PEP 294) ................................................................. 2
Professional Activities: Volleyball (PEP 294) ....... 1
Professional Activities: Aerobics (PEP 394) .............. 1
Professional Activities: Badminton (PEP 394) ........ 2
Professional Activities:Field Sports (PEP 394) ......... 2
Professional Activities: Softball (PEP 394) ............. 1
Professional Activities: Team Court Sports (PEP 394) . 2
Professional Activities: Tennis (PEP 394) .............. 2
Marital arts course, service ................................ 1
Physical-activity elective, professional or service .... 1

Computer Applications. Select 3-4 credits:
Concepts of Computing: Information Processing (CIS 110) .................. 3
Introduction to Business-Information Processing (CIS 131) .............. 4
Computer Applications (PEP 191) .................. 3

Theory outside of Physical Education. 6 credits:
College Composition III (WR 123) or Scientific and 
Technical Writing (WR 320) .................. 3
Fundamentals of Speech Communication 
(RHCM 121) or Fundamentals of Public Speaking 
(RHCM 122) .................. 3

Second Area of Concentration. 24 credits:
An additional 24 credits, 15 of which must be upper 
division, in an area of concentration outside 
the Department of Physical Education and Human 
Movement Studies. The second area can be a minor 
or a planned program of coursework that has been 
developed with the approval of the student's 
advisor.

Interdisciplinary Program
In consultation with the director of undergraduate 
studies, a student can design a program of study 
that is not offered in the department or 
combine a physical education major with a 
second major or minor or emphasis in 
business, journalism, or other academic disciplines. A minimum of 41 credits beyond the 
physical education core is required. The 41 
credits must include 6 credits in Reading and 
Conference (EMS 405), Special Problems 
(EMS 406), or Practicum (EMS 409) and 
a minimum of 21 credits outside the department 
of which 15 must be in one department.

Students must satisfy the following requirements:
1. A draft of the projected program must be 
submitted to the director of undergraduate 
studies by the end of the student's second 
term as a physical education major
2. The program must be formally approved by 
the student's advisor before the student begins 
the last five terms of the program
3. The fitness management sequence (PEP 461, 462, 463) may not be used as part of the 
interdisciplinary program
4. The student must declare an intent to pursue 
the B.P.E. degree at the time the program is 
approved

Coaching Minor
The coaching minor program prepares students for 
responsibilities involving coaching assignments 
in schools, communities, and public and 
private agencies. All courses in the program 
must be taken for letter grades if that option is 
available. Students must earn a 2.50 GPA in 
all courses in the program. The coaching minor 
requires 30-34 credits, distributed as follows:

Required Courses 30-34 credits
First Aid (HEP 252) .................................................. 3
Physical Growth and Motor Development 
(EMS 331) .................................................. 4
Motor Control (EMS 332) ........................................ 4
Care and Prevention of Injuries (PEP 361) .......................... 1
Workshop: Athletic Training (EMS 408) ................. 3
Professional Activities: Conditioning (PEP 394) ............. 2
Two coaching practices (EMS 409)* .......................... 3
Psychology of Coaching (PEP 451) .......................... 3
Intramural Athletic Administration 
(PEP 452) ................................................ 4
Appropriate coaching, professional-activity 
laboratories, and physical education courses 
(professional or service) selected in consultation 
with advisor .................................................. 4-6

*A student who has equivalent experience may file a 
departmental petition to waive one of the coaching 
practices or HEP 252 or both. However, a minimum total of 24 credits is required.

Outdoor Pursuits Leadership Minor
The outdoor pursuits leadership minor requires 
34 credits, 20 of which are upper division. The program consists of 19 credits in skills, 6 credits 
in theory, and 9 credits in leadership experiences. Unless offered pass/no pass only (P/N), 
all courses must be taken for grades. Students must attain a grade point average of 2.50 or 
higher in graded courses and a grade of P in 
pass/no pass courses. A grade point average of 
2.50 is required for all courses in the minor 
program. Because students must attain the 
objectives of every required course, it may be necessary to repeat courses if weather or other factors 
preclude attainment of course objectives. For students with exceptional skills or recent 
experience in equivalent courses, up to 3 credits in required skills courses may be waived if 
approved by program coordinators. A current 
American Red Cross Advanced First Aid Certificate 
or equivalent may be substituted for First Aid (HEP 252).

Skills Courses 19 credits
First Aid (HEP 252) .................................................. 3
Rock-Climbing I (PEOL 251) ................................... 1
Cross-Country Skiing I (PEOL 262) .................................... 1
Wilderness Survival (PEOL 285) .......... 3
Backpacking Preparation (PEOL 286) .................................... 1
Mountaineering Preparation (PEOL 288) ............... 3
Snow Camping Preparation (PEOL 292) ...................... 1
Backpacking Safety II (PEOL 352) or 
Canoeing Outing (PEOL 353) .................. 3
Mountaineering Outing I (PEOL 361) ............... 3
Snow Camping Outing I (PEOL 371) ............... 3
Sailing I (PEOW 211) or Wind Surfing I 
(PEOW 221) ................................................ 3
White-Water Rafting I (PEOW 231) .......................... 1
Swift-Water Canoeing (PEOW 242) .......................... 1
River Rescue Techniques (PEOW 361) ....................... 1

Practicum: Outdoor (PEPE 409) -- one experience 
with substantial responsibility for planning and 
leading an outdoor course or sequence ... 6

Leadership Experiences 9 credits
Practicum: Outdoor (PEPE 409) -- six 1-credit 
practices, no more than two in the same activity ... 6
Practicum: Outdoor (PEPE 409) -- one experience 
with substantial responsibility for planning and 
leading an outdoor course or sequence ... 3

FIFTH-YEAR TEACHER PREPARATION PROGRAM

Elementary and Secondary Teacher Certification in Physical Education
This program is inactive.

GRADUATE STUDIES
The master of arts (M.A.), master of science 
(M.S.), doctor of education (D.Ed.), and 
doctor of philosophy (Ph.D.) degrees in physical 
education are available through the Department 
of Physical Education and Human Movement 
Studies. The skills and understanding necessary 
for research in human movement form the core of all graduate activity. A distinguished faculty, high-quality research laboratories, and solid academic resources support sophisticated levels of disciplined inquiry in applied physiology, biomechanics, motor learning and control, pedagogy, social psychology of sport, and sports medicine. An exchange of information and inquiry with other disciplines throughout the university (e.g., biological, physiological, sociological, and behavioral sciences) is integral to the graduate program. Master's and doctoral degree programs as well as postdoctoral opportunities reflect a commitment to, and expertise in, the study of human behavior, development, and performance.

Master's Degree
Admission. The department is not admitting new master's degree students during 1992-93.

Program of Study. The master's degree requires a minimum of 45 graduate credits. Candidates must complete requirements in philosophy and current issues in physical education, research and statistics, and two areas of concentration. Candidates may choose a program with or without a thesis requirement.

Areas of concentration:
1. Adapted physical education
2. Athletic training*
3. Biomechanics
4. Fitness and lifestyle management
5. Human anatomy
6. Motor learning and neuromuscular control
7. Physiology of exercise
8. Social psychology of sport
9. Teaching analysis

*Limited to students accepted into the graduate athletic training program leading to certification by the National Athletic Training Association.

Elective credits as needed to meet the minimum 45 credits required for the degree may be taken in the College of Human Development and Performance or in other university departments, schools, or colleges.

Doctoral Degree
The University of Oregon has been designated by the Western Interstate Commission for Higher Education (WICHE) as the regional center for doctoral study in physical education.
Prospective students from western states should inquire at the department's graduate studies office about their eligibility for reduced tuition.

**Admission.** A GRE score of 520 verbal and 560 quantitative, or a combined score of 1100 with neither portion below 500, must be submitted with a typed statement of 500 words or fewer indicating goals and objectives for doctoral study, two letters of recommendation, and transcripts of college work.

**Program Requirements.** Doctoral degrees are granted primarily on the basis of achievement and proven ability. The Graduate School requires at least three years of full-time study beyond the bachelor's degree, of which at least one academic year (three consecutive terms) must be spent in continuous residence on the Eugene campus. Graduate credits of A, B, or P (pass) from other approved institutions may be accepted if they are relevant to the program as a whole.

Every candidate must complete a dissertation. Candidates who have not written a master's thesis must complete one prior to taking doctoral comprehensive examinations. A minimum of 40 credits in research and statistics, a master's thesis, and a dissertation are usually expected.

Each of the following options satisfies the research-tools requirement for the Ph.D. degree: (1) a foreign language (measured by the Graduate Student Foreign Language Test), (2) computer science courses (9–12 credits), (3) advanced statistics or research design, (4) or a combination of (2) and (3) commensurate with the candidate's program and goals (9 credits). Course selection must be approved by the student's advisory committee.

Each doctoral candidate must have a minimum of 30 graduate credits in a primary area of concentration and 21 graduate credits in a secondary area. Primary areas of concentration offered by the department include the following:

1. Biomechanics
2. Human movement studies with a focus on curriculum
3. Motor learning and neuromuscular control
4. Physiology of exercise
5. Social psychology of sport
6. Teaching analysis

Secondary areas include:

- Adapted physical education
- Integrated exercise science
- Sports medicine
- Dance
- Human Anatomy

Each student's program must include at least 20 graduate-level credits taken in one or more departments other than the Department of Physical Education and Human Movement Studies.

**Final Examinations.** Written, oral, or both written and oral doctoral comprehensive examinations in the primary and secondary areas are taken after completing substantially all course work, a master's thesis, and the research-tools requirement. Upon passing these examinations the student is advanced to candidacy and may enroll in Dissertation (EMS 603). A final oral defense is held after completion of the dissertation and after all other degree requirements have been met.

**PHYSICAL EDUCATION SERVICE COURSES**

All activity courses in the Division of Physical Education are offered for credit and are open to any student who meets the prerequisites skill requirements for the course.

**Aerobics (PEAE)**

1. Aerobics (PEAE) (1R) 111: Stretch and Flex I. R once for maximum of 2 credits per activity.


3. 301–399 Service Courses for Men and Women (Aerobics) (1R) 321: Aerobic Power I. R once for maximum of 2 credits per activity.

**Aquatics (PEAQ)**


3. 301–399 Service Courses for Men and Women (Aquatics) (1R) 321: Advanced levels of gymnastic activity. R once for maximum of 2 credits per activity.

**Human Action Studies (PEHA)**

1. 101–199 Service Courses for Men and Women (Human Action Studies) (1R) 111: Psychology of Sport, 121: Psychological Dimensions of Sport, 211: First Aid-Cardiopulmonary Resuscitation (CPR)—American Red Cross. Immediate and temporary care for a variety of illnesses and injuries. Successful completion leads to American Red Cross Standard First Aid, Emergency First Aid, and CPR certificates. R once for maximum of 2 credits per activity.

2. 301–399 Service Courses for Men and Women (Human Action Studies) (1R) Advanced levels of gymnastic activities. R once for maximum of 2 credits per activity.

**Indiviudal Activities (PEI)**

1. 101–199 Service Courses for Men and Women (Individual Activities) (1R) Beginning levels of individual activities. R once for maximum of 2 credits per activity.


3. 301–399 Service Courses for Men and Women (Individual Activities) (1R) 341: Golf Tour. R once for maximum of 2 credits per activity.

**Intercollegiate Athletics (PEIA)**

1. 101–199 Service Courses for Men and Women (Intercollegiate Athletics) (1R) Beginning levels of intercollegiate athletic activities. R once for maximum of 2 credits per activity.

2. 201–299 Service Courses for Men and Women (Intercollegiate Athletics) (1R) Intermediate levels of intercollegiate athletic activities. R once for maximum of 2 credits per activity.


**Martial Arts (PEMA)**


351: Backpacking Outing I, 352: Backpacking Outing Women (Outdoor Pursuits-Water) (IR)


Physical Education Professional Experience (PEPE)

408 Workshop: [Term Subject] (1-5R) Professional topics in physical education. A current topic is Aquatic Leadership.

409 Practicum: [Term Subject] (1-6R) Practical experiences in aerobics, aquatics, gymnastics, human action studies, individual activities, martial arts, multisports, outdoor pursuits, racquet sports, running, team sports, weight training, and yoga.

Racquet Sports (PERS)

101–109 Service Courses for Men and Women (Racquet Sports) (1R) Beginning levels of racquet sport activities. R once for maximum of 2 credits per activity.

201–209 Service Courses for Men and Women (Racquet Sports) (1R) Advanced levels of racquet sport activities. R once for maximum of 2 credits per activity.

Running (PERU)

101–109 Service Courses for Men and Women (Running) (1R) 111: Walking Fitness I, 131: Jogging-Running. R once for maximum of 2 credits per activity.

101–109 Service Courses for Men and Women (Racquet Sports) (1R) Advanced levels of racquet sport activities. R once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Racquet Sports) (1R) R once for maximum of 2 credits per activity.

Outdoor Pursuits—Land—(PEOL)

101–109 Service Courses for Men and Women (Outdoor Pursuits—Land) (1R) R once for maximum of 2 credits per activity.

Outdoor Pursuits—Water (PEOW)

101–109 Service Courses for Men and Women (Outdoor Pursuits—Water) (1R) Beginning levels of outdoor pursuits—water activities. R once for maximum of 2 credits per activity.

Team Sports (PETS)

101–109 Service Courses for Men and Women (Team Sports) (1R) Beginning levels of team sport activities. R once for maximum of 2 credits per activity.

Weight Training (PEW)

101–109 Service Courses for Men and Women (Weight Training) (1R) Beginning levels of weight training activities. R once for maximum of 2 credits per activity.

Sports Conditioning. R once for maximum of 2 credits per activity.

Yoga Courses (PEY)

101–199 Service Courses for Men and Women (Yoga) (1R) 101: Meditation I, 102: Meditation II, 131: Tai Chi I, 132: Tai Chi II. R once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Yoga) (1R) Advanced levels of yoga activities. R once for maximum of 2 credits per activity.

PHYSICAL EDUCATION

PROFESSIONAL COURSES (PEP)


291 Lifeguard Training (2) Offered 1992–93 as PEAQ 356.


293 Lifeguard Training Instructor (1) Offered 1992–93 as PEAQ 361.


357 Track and Field Coaching (2) Not offered 1992–93.


SCHOOL AND COMMUNITY HEALTH

250 Esslinger Hall
Telephone (503) 346-4119
S. Marie Harvey, Acting Department Head

FACULTY
Lorraine G. Davis, professor (statistics, curriculum); vice-provost for academic personnel. B.S., 1965, M.S., 1967, Wisconsin, La Crosse; Ph.D., 1972, Oregon. (1972)

Emeriti
Frances VanVoorhis, assistant professor emerita of home economics (consumer economics, family finance, home management). B.S., 1932, Minnesota; M.S., 1949, Iowa State. (1944)
Margaret J. Weise, associate professor emerita of home economics (foods and nutrition). B.S., 1941, Iowa State; M.A., 1945, Iowa. (1947)
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Programs and courses in the Department of School and Community Health are available only to students who were enrolled in these programs before fall 1992 and who will complete their major or minor requirements by the end of summer session 1993. Existing programs in the department are not open to new students during 1992-93.

Student Health Organizations

Oregon Student Association for the Advancement of Health Education (OSAAHE). An organization for health education majors at the University of Oregon, OSAAHE provides opportunities for students to develop their organizational skills while making an important contribution to the department and the profession.

Oregon Public Health Student Association (OPHSA). An organization for students from all academic majors interested in the public's health, OPHSA is affiliated with the Oregon Public Health Association.

Eta Sigma Gamma. The Beta Lambda chapter of Eta Sigma Gamma is a national health science honorary. Membership is restricted to outstanding students in the health field.

Scholarships
The Department of School and Community Health offers two modest scholarships in honor of esteemed faculty members. Information on and applications for the Darwin Gillespie Scholarship and the Antoinette Shumway Stanton Scholarship are available in the main office of the Department of School and Community Health. In addition, the Pauline Juda Memorial Fund supports student research in the area of nutrition.

Oregon Health Education Service
The Oregon Health Education Service (OHES), approved in 1980 by the chancellor of the Oregon State System of Higher Education, is administered by the Department of School and Community Health.

UNDERGRADUATE STUDIES

Students majoring in health education may earn either a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree. Excellent vocational opportunities are available in schools and with public and voluntary health agencies for people with professional training in public health. The curriculum provides a strong basis for graduate work in health education, public health, and the health sciences. Students may study health education through the Clark Honors College. See the Honors College section of this bulletin.

Admission Procedures and Academic Advising
The program is not admitting new majors during 1992-93.

Pass/No Pass Standard
It is university policy that work taken pass/no pass (P/N) must be C- quality or better in order to receive credit for a course.

Major Requirements
Candidates for the bachelor's degree with a major offered by the Department of School and Community Health must satisfy all general university requirements (see Bachelor's Requirement in the Registration and Academic Policies section of this bulletin), elect appropriate courses in related areas, and complete the professional course requirements of the department.

To qualify for a bachelor's degree in 1992-93, a student must have a minimum cumulative grade point average (GPA) of 2.50. Degree candidates must take required courses within the department for letter grades and receive grades of C- or better.
Undergraduate Program Majors

The Department of School and Community Health offers high-quality educational opportunities for students declaring health education as a major. Two program options are available.

For teaching certification, an additional year of work must be completed after a bachelor's degree is earned. This five-year program, coordinated through the College of Education and the Department of School and Community Health, is described later in this section of the general bulletin.

Health education majors must complete the undergraduate core and either option A or option B.

**Undergraduate Core** 21-24 credits

- Racial and Ethnic Dimensions in Health (HEP 263)
- Social and Cultural Aspects of Health (HEP 351)
- Macro Methods in Health Education (HEP 340)
- Micro Methods in Health Education (HEP 341)
- Foundations in Health Education (HEP 350)
- Practicum (HEP 409)
- Introduction to Health Education Program Planning (HEP 430)
- Introduction to Health Education Program Evaluation (HDEV 431)

**Option A** 24 credits

- Introduction to Public Health (HEP 371)
- Principles of Epidemiology (HEP 420)
- Environmental Health Science (HEP 465)
- Health Care Services (HEP 480)
- Electives

**Option B** 32 credits

- Nutrition (HEP 225)
- First Aid (HEP 252)
- Personal Health and Human Sexuality (HEP 261)
- Health Instruction (HEP 441)
- Mental Health Epidemiology (HEP 460)
- Psychology of Accident Prevention (HEP 461)
- Consumer Health (HEP 462)
- Drugs in Society (HEP 463)
- School Health Issues (HEP 470)
- Physical Aspects of Health (HEP 492)
- More information about bachelor's degrees in health education is available in the department office, 250 Esslinger Hall.

**Minor Requirements**

The Department of School and Community Health offers a health education minor with a choice of two options, each requiring 24 credits:

**Option 1** 24 credits

- Racial and Ethnic Dimensions in Health (HEP 263)
- Macro Methods in Health Education (HEP 340)
- Micro Methods in Health Education (HEP 341)
- Foundations in Health Education (HEP 350)
- Social and Cultural Aspects of Health (HEP 351) or Introduction to Health Education Program Planning (HEP 430)
- Practicum (HEP 409)
- Introduction to Health Education Program Evaluation (HDEV 431)

**Option 2** 24 credits

- Nutrition (HEP 225)
- First Aid (HEP 252)
- Personal Health and Human Sexuality (HEP 261)
- Mental Health Epidemiology (HEP 460)
- Psychology of Accident Prevention (HEP 461)
- Consumer Health (HEP 462)
- Drugs in Society (HEP 463)
- Physical Aspects of Health (HEP 492)
- More information about minor options in health education is available in the department office, 250 Esslinger Hall.

**FIFTH-YEAR TEACHER EDUCATION**

After completing a bachelor's degree, students must take a four-semester sequence of full-time study and supervised field experience before they can be certified to teach. Students may enter this fifth-year program only at the beginning of fall term.

The graduate teacher education program in school and community health follows guidelines from the National Role Delineation Project for Health Education and Oregon-legislated teacher education requirements. The program is conducted as a cooperative effort between the Department of School and Community Health in the College of Human Development and Performance and the College of Education. School-based clinical experiences for prospective teachers are administered by the College of Education's Office of Student Support Services and coordinated by health education faculty members. More information is available from the school and community health office.

**Courses and Field Work**

The subject-matter endorsement advisor may select equivalent courses or appropriate substitutes to waive some of the following courses.

**Fall Term** 17 credits

- Health Instruction (HEP 541)
- Seminar: Student Teaching (HEP 567)
- Supervised Field Experience (HEP 609)
- Advanced Methods of Health Education (HEP 640)
- Classroom Strategies and Management I (SEED 670)

**Winter Term** 18 credits

- Seminar: Student Teaching (HEP 567)
- Supervised Field Experience (SEED 670)
- Foundations of Program Planning in Health Education (HEP 630)
- Program Evaluation in Health Education (HEP 640)
- Classroom Strategies and Management II (SEED 671)
- Content-Area Reading, Writing, and Study Skills (SEED 674)

**Spring Term** 16 credits

- Seminar: Student Teaching (HEP 567)
- Supervised Field Experience (SEED 774)
- Foundations of Program Planning in Health Education (HEP 630)
- Classroom Strategies and Management II (SEED 672)
- Content-Area Reading, Writing, and Study Skills (SEED 675)

**Summer Session** 9-10 credits

- School Health Issues (HEP 570)
- Child- and Substance-Abuse Issues for Educators (CI 669)
- Two additional courses listed in the College of Education's Office of Student Support Services, 117 Education Building

**Graduate Studies**

**Pass/No Pass Standard**

The Graduate School requires that graduate work taken pass/no pass (P/N) must be equal to or better than a B- to earn a grade of P.

**Master's Degree**

The Department of School and Community Health offers graduate work toward the degree of master of arts (M.A.), master of science (M.S.), doctor of philosophy (Ph.D.), and doctor of education (D.Ed.). A limited number of graduate teaching fellowships (GTFs) are available for the September-to-June academic year. March 1 is the application deadline for these fellowships. Graduate students who are work-study certified can also receive financial assistance.

**Master's Degree Options**

The Department of School and Community Health offers two options for a master's degree in health education: health education (public, school, work site) and health policy and administration. The master's degree program typically takes two years to complete.

**Admission Requirements**

The department is not admitting new master's degree students during 1992-93.

**Deadlines.** Applications for fall-term admission must be received by the Department of School and Community Health by March 1. Students are notified by April 1 of acceptance. Applicants for admission for terms other than fall must request special consideration from the department.

The University of Oregon Graduate School has minimum requirements for the number of courses that must be taken for letter grades, the number of transfer credits allowed, and the time frame in which the degree must be completed. See the Graduate School section of this bulletin for details.

All master's degree candidates in health must select a final scholarly activity—thesis project, or comprehensive examinations.

**Master's Degree in Health Education** 39-66 credits

Students must complete the department requirements, health education core, and one of the three options.

**Department Requirements** 18-24 credits

- Epidemiological Methods (HEP 620)
- Research Methods in Health and Leisure (HDEV 621)
- Fundamentals of Statistics in Health (HEP 622)
- Historical and Philosophical Perspectives in Health (HEP 630)
- Practicum: Internship (HEP 669)

**Health Education Core** 15 credits

- Foundations of Program Planning in Health Education (HEP 630)
- Program Evaluation in Health Education (HEP 640)
- Advanced Methods of Health Education (HEP 640)
- Community Organizing for Health (HEP 642)
- Behavioral Sciences in Health (HEP 651)
- Education
Option Requirements 21-27 credits

Public Health 21 credits
- Environmental Health Science (HEP 565) .......... 3
- Health Care Services (HEP 580) ..................... 3
- Electives ................................................... 15

or

School Health 27 credits
- Health Instruction (HEP 541) ............................ 5
- School Health Issues (HEP 570) ......................... 3
- Current Research in School Health (HEP 624) ....... 3
- Electives ................................................... 16

or

Work-Site Health 27 credits
- Work-Site Health Promotion (HEP 671) ............... 3
- Financial Management in Health Care (HEP 664) ... 3
- Select 6 credits from:
  - Managing Organizations (MGMT 611) ....... 3
  - Motivation and Quality of Working Life (MGMT 631) .... 3
  - Employee Benefits (MGMT 633) .................... 3
  - Human Resources Management (MGMT 634) ..... 3
  - Compensation Theory and Administration (MGMT 636) or a marketing course 3
- Electives—select 15 credits including at least 6 credits from:
  - Psychology of Accident Prevention (HEP 561) .. 3
  - Drugs in Society (HEP 563) .......................... 3
  - Health Aspects of Aging (HDEV 564) ............. 3
  - Health Promotion: Stress Management (HEP 568) .. 3
  - Nutrition in Health and Disease (HEP 690) ....... 3
  - Weight Management (HEP 691) ..................... 3

Master's Degree in Health Policy and Administration 60 credits
Students must complete the department requirements, health policy, and administration core, 12 elective credits, and one of the two options.

Department Requirements 24 credits
- Epidemiological Methods (HEP 620) .................. 3
- Research Methods in Health and Leisure (HDEV 621) .... 3
- Fundamentals of Statistics in Health (HEP 627) ....... 3
- Historical and Philosophical Perspectives in Health (HEP 630) ................................. 3
- Practicum: Internship (HEP 609) ..................... 12

Health Policy and Administration Core 18 credits
- Health Care Services (HEP 580) ....................... 3
- Health Policy (HEP 681) ................................. 3
- Health Care Competition and Regulation (HEP 682) .... 3
- Legal and Ethical Issues in Health (HEP 683) ....... 3
- Financial Management in Health Care (HEP 684) ..... 3
- Choose one from Managing Organizations (MGMT 611), Human Behavior in Public Organizations (PPPM 644), or Public Management (PPPM 654) ...................... 3

Electives 12 credits

Option Requirements 6 credits

Policy—select 6 credits from:
- Planning Analysis (PPPM 613) .......................... 3
- Politics and Planning (PPPM 625) ..................... 3
- Foundations of Program Planning in Health Education (HEP 630) ................................. 3
- Public Policy Analysis (PPPM 636) .................... 3

or

Administration—select 6 credits from:
- Managed Health Care Systems (HEP 585) .......... 3
- Accounting Concepts (ACTG 611) .................... 3
- Management Accounting Concepts (ACTG 612) .................. 3
- Marketing Management (MKTG 612) ........................ 3
- Human Resources Management (MGMT 634) .......... 3

Ph.D. or D.Ed. Degree in Health Education
Both the doctor of philosophy (Ph.D.) and the doctor of education (D.Ed.) degrees are offered in the Department of School and Community Health.

Admission Requirements
The department is not admitting new doctoral students during 1992-93.

Deadlines. Applications for full-term admission must be received by the Department of School and Community Health by March 1. Students are notified by April 1 of acceptance. Applicants for admission for terms other than fall must request special consideration from the department.

The University of Oregon Graduate School has minimum requirements for the number of courses that must be taken for letter grades, the number of transfer credits allowed, and the time frame in which the degree must be completed. See the Graduate School section of this bulletin for details.

Program Requirements
The doctoral program in health education at the University of Oregon typically requires at least three years of full-time course work (9 credits or more each term) after the bachelor's degree. Transfer credit, deficiencies, and other individual differences can affect how long it takes a student to complete the program. Three consecutive terms of full-time enrollment at the UO are required.

The first year's course work is in health education; the second year's work is in the student's supporting area, language requirements for a Ph.D., and comprehensive examinations; and the third year's work focuses on the dissertation. Each program is individually designed to meet the candidate's needs and expectations.

Course Requirements
Each student's program is designed around the basic distribution of credits that follows and usually includes at least 35 graduate credits. Programs must include the core requirements or their transfer equivalents.

Core Requirements 21 credits
- Epidemiological Methods (HEP 620) .................. 3
- Foundations of Program Planning in Health Education (HEP 630) ................................. 3
- Program Evaluation in Health Education (HEP 631) .................. 3
- Advanced Methods of Health Education (HEP 640) ................................. 3
- Community Organizing for Health (HEP 642) ................................. 3
- Historical and Philosophical Perspectives in Health (HEP 650) ................................. 3
- Behavioral Sciences in Health (HEP 651) .................. 3
- Seminars 3-6 credits
- Seminar (HEP 607) ................................. 1
- Theory 6 credits
- Area of Specialization 15 credits
- A concentration of courses in defined health issues, health problems, and health issues of special populations must be taken in the Department of School and Community Health at the University of Oregon.

Research Methods and Statistics 9 credits
- Research Methods in Health and Leisure (HDEV 621) ................................. 3
- Fundamentals of Statistics in Health (HEP 622) ................................. 3
- Advanced Statistics in Health (HEP 623) ................................. 3

Supporting Area 20 credits
- The supporting area consists of at least 30 graduate credits in a discipline other than health education. It should be a logical grouping of courses that relate to the candidate's anticipated professional endeavors and must be approved by an advisor in that discipline.
- The doctoral degree requires that 20 credits of graduate work be completed in the College of Education. This requirement still applies even if a candidate selects a supporting area outside the College of Education.

Dissertation 27 credits
- The dissertation is required for those in health education. Up to 9 credits may be applied from a master's thesis or research projects.
- Electives to total 135 credits
- All elective course work completed for a master's degree may be applied to the doctoral program.

Ph.D. Requirements
Course work taken to satisfy the Ph.D. requirements is in addition to, and exclusive of, any other program requirements.

Plan 1: Foreign Language Competence. A candidate may select any foreign language that has a GSFLT (Graduate Student Foreign Language Test). To meet the requirement of competency, a student must: (a) pass the GSFLT in one language with a minimum score of 550 or (b) pass the GSFLT in two languages with a minimum score of 450 on each test. The test must be taken five years or fewer before the student's graduation date.

Plan 2: Research Tools (9 credits). This requirement must be satisfied at the University of Oregon. It may consist of computer science, advanced statistical design, advanced research methods, or other courses proposed and approved by the advisor. The emphasis should be in the student's area of specialization.

HEALTH EDUCATION SERVICE COURSES (HES) 196 Field Studies (1-2R) Not offered 1992-93.
- 200 Innovative Education [Term Subject] (1-3R) Not offered 1992-93.
- 250 Personal Health (3) Personal health problems of university men and women with emphasis on implications for family life, mental health, communicable diseases, degenerative diseases, nutrition, drugs, consumer health, and environmental issues. Not offered 1992-93.
405 Reading and Conference: [Term Subject] (1–21R)

HEALTH EDUCATION

PROFESSIONAL COURSES (HEP)

225 Nutrition (3)
261 Personal Health and Human Sexuality (3) Designed to explore, analyze, and critically discuss the biological, social, economic, political, and historical factors that put people of color at risk for poor health. Not offered 1992–93.
405 Reading and Conference: [Term Subject] (1–21R)
409 Practicum: [Term Subject] (1–21R) Preregistration required.
460/560 Mental Health Epidemiology (3) For health educators, allied health personnel, and others interested in the mental health movement, the scope of the problem, and programs designed to alleviate these problems. Prereq: HES 250. Not offered 1992–93.

463/563 Drugs in Society (3) Designed to help teachers gain a solid knowledge of and background on drugs in order to teach about them effectively.
465/565 Environmental Health Science (3) Interrelationship of environmental systems (land, air, water, industry) and their effects on individuals and communities. Not offered 1992–93.
466 Instructor First Aid (3) Develops individual teaching techniques for standard or advanced first aid and safety instructors. Successful completion leads to American Red Cross instructor certification. Prereq: HEP 252 or equivalent first-aid certification. Not offered 1992–93.
476/576 Social Health (3) Physical, mental, emotional, and social phases of human relations as they are affected by male and female sexuality. Implications for sex-education programs in schools and communities. Not offered 1992–93.
478/578 Health Education: Stress Management (3) Overview of stress-management strategies with emphasis on applications at the work site. Not offered 1992–93.
479/579 School Health Issues (3) The three components of the school health program as they relate to school and community education; trends and issues involved with health services, school environment, and instruction. Not offered 1992–93.
503 Thesis (1–16R) P/N only
601 Research (1–16R) P/N only
603 Dissertation (1–16R) P/N only
605 Reading and Conference: [Term Subject] (1–16R)
609 Practicum: [Term Subject] (1–16R) P/N only
620 Epidemiological Methods (3) Introduction to epidemiological methods and their application to specific problems. Focuses on research design, the assessment of risk, and epidemiological avenues of investigation.
622 Fundamentals of Statistics in Health (3) Designed to prepare students to plan the collection of data as well as to present and analyze health information and related data. Prereq: HDEV 431/531 or equivalent. Not offered 1992–93.
631 Program Evaluation in Health Education (3) Examines theories, philosophies, and methods that are central to program evaluation in health education in both school and community settings. Not offered 1992–93.
640 Advanced Methods of Health Education (3) Designed to provide practical learning experiences for advanced health educators. These experiences include methods of providing health education at both small and large scales. Not offered 1992–93.
642 Community Organizing for Health (3) Designed to build understanding of the organization of diverse communities. Addresses social, political, economic, and historical factors. Prereq: HEP 371 or instructor’s consent. Not offered 1992–93.
650 Historical and Philosophical Perspectives in Health (3) Provides a theoretical and historical overview of public health including philosophical and ethical issues and current trends in the discipline. Not offered 1992–93.
683 Legal and Ethical Issues in Health (3) Critically examines issues and cases that illustrate a number of fundamental legal and ethical issues in health and medical care. Prereq: graduate standing or instructor’s consent. Not offered 1992–93.
687 Administration of Health Programs (3) Analysis of organizational patterns, planning procedures, fiscal and personnel management, public relations, and other administrative concerns such as legal and constituency implications. Not offered 1992–93.
The School of Journalism offers programs leading to bachelor's and master's degrees. Undergraduate students major in one of five areas: advertising, broadcast journalism, magazine journalism, news-editorial, or public relations.

The journalism program is based on a premise that the best professional journalist is broadly educated. In accordance with national accrediting standards, students must take at least 135 credits in courses outside the School of Journalism. Of those, 98 credits must be in courses in the liberal arts and sciences. A maximum of 51 credits in the 186-credit undergraduate program may be in professional journalism courses. Students take professional courses to learn not only the techniques of mass communication but also its effects. They study the role of the mass media in society, the history of journalism, the visual aspects of communication, the ethics of media practices, the economics of the media, and the legal and social responsibilities of the media in modern society.

Journalism majors are encouraged to consider a second major or minor in a field related to their career goals. Preparation in a second field is a valuable addition to a student's education and enhances employability.

Faculty members at the journalism school are former professionals who combine academic background with experience in their teaching fields. Among them are former advertising-agency executives, newspaper reporters and editors, broadcast journalists, public-relations executives, communication researchers, and magazine writers. The faculty continues to be active and influential beyond the confines of the university campus through numerous textbooks and trade books in such areas as advertising, language skills, reporting, interviewing, graphic arts, public-relations writing, and magazine writing.

Many journalism students are active in campus affairs, working for such agencies as the campus daily newspaper, the university's radio station, the student advertising agency, or alternative publications. The school also encourages them to participate in journalistic organizations such as the Advertising Club, Journalism Peer Advisory, Public Relations Student Society of America, Women in Communications, and Society of Professional Journalists. Internships are often available at newspapers, magazines,
broadcast stations, advertising agencies, and public-relations offices.

Preparation. The best high school preparation for journalism majors is a broad college-preparatory program with emphasis on language skills, English literature, speech, history, and the social sciences. Depending on their career interests, prospective journalism students can also benefit from the study of mathematics, statistics, computers, and foreign language. Students with specific interests in science and technology are encouraged to consider journalism because of the many career opportunities in communicating about those subjects. Students also should learn typing or word processing.

Community college students planning to transfer to the University of Oregon School of Journalism should concentrate on college-transfer courses, especially literature and science courses, that can fulfill university requirements and the journalism general-studies requirements. Almost all professional journalism courses are taken at the School of Journalism.

UNDERGRADUATE STUDIES

Journalism Premajor Admission

Students planning to major in journalism enter the university as journalism premajors and do not need to meet any special admission requirements beyond the general university requirements.

Each journalism premajor is assigned to a journalism faculty adviser, who assists in planning the student's course of study. In the fall term these assignments are made at a meeting of all new undergraduate students during New Student Orientation. At other times students may go to the School of Journalism student services office, 211B Allen Hall, to request assignment to an adviser. Students may request specific faculty members as advisers or change advisers by applying at the student services office.

Peer advisers and school staff members are available to help plan programs, answer questions, and track progress toward admission as a major and toward graduation. Students should check with an adviser at least once a year to ensure that requirements are being met. The undergraduate adviser for the school is the assistant dean for student services, 208 Allen Hall.

Current information about admission and degree requirements is available in the School of Journalism student services office. A bulletin board in the south stairwell on the second floor of Allen Hall has announcements about policy, activities, scholarships, and other information of interest to journalism majors and premajors. Students should check this board once a week.

A university student in another major may switch to a journalism premajor by submitting a Change of Major form, available in the School of Journalism student services office.

To become a journalism premajor, a student must have a minimum cumulative grade point average (GPA) of 2.50 for all work at the University of Oregon.

Premajor Program

Journalism premajors must fulfill two sets of requirements. The first is the general studies program required by the journalism school and the university. Courses required by the journalism school frequently overlap with the university's general-education requirements. A student who takes Introduction to Literature (ENG 104, 105, 106), for example, fulfills one of three required clusters, one arts and letters group, and one of the six literature courses required by the journalism school. Journalism premajors should have completed most, but not necessarily all, of these courses before applying for admission as a journalism major.

The second set of requirements is the journalism school's core curriculum. This consists of four courses, usually taken late in the freshman year or during the sophomore year: The Mass Media and Society (J 201), Information Gathering (J 202), Writing for the Media (J 203) and Visual Communication for Mass Media (J 204).

Journalism premajors must take the core courses for letter grades and must pass each of them with a grade of C- or better before applying for major status. Journalism premajors typically take another core course, although it is not required. Grammar for Journalists (J 101) prepares students to take the Language Skills Diagnostic Test (LSDT) required for application to the program. The LSDT is a comprehensive examination of spelling, grammar, and word usage. Students may attempt the LSTD only twice. The journalism faculty suggests that students take the course first.

Journalism premajors may take no more than two additional journalism courses before being admitted to major status. This limitation has been set by the faculty to ensure an orderly progression toward a degree in journalism.

All journalism laboratory courses with controlled enrollment are open only to journalism majors or to students with instructor's consent.

Subject to approval by the University of Oregon faculty and the Oregon State Board of Higher Education, the School of Journalism plans for two new programs to begin fall 1993: a communication studies major and a video production option as part of an expanded electronic media offering. Premajor core requirements for admission to the School of Journalism will also apply to these new programs.

Interested students are urged to contact Thomas H. Bivins at the School of Journalism during the 1992-93 academic year to learn more about these programs. Send written inquiries to Thomas H. Bivins, School of Journalism, University of Oregon, Eugene OR 97403; his telephone number is (503) 346-3750.

Sample Program

Below are course suggestions for freshmen who intend to major in journalism, prepared specifically to meet journalism requirements. Journalism premajors normally concentrate on fulfilling the general-education requirements during the first year and continue doing so through the sophomore year. During this time they also take the journalism core courses in preparation for admission as majors. These are suggestions only; students have a wide variety of options and should consult with faculty advisers in preparing courses of study.

Freshman Year 45-48 credits

Introduction to Literature (ENG 104, 105, 106) or World Literature (ENG 107, 108, 109) .................................................. 9
Western Civilization (HIST 101, 102, 103) or United States (HIST 201, 202, 203) .................................................. 12
College Composition I and either II or III (WR 121 and WR 122 or 123) .................................................. 6
Three courses in foreign language, mathematics, science, or social science .................................................. 9-12
9 credits from the following: Grammar for Journalists (J 101), Use of the Library (LIB 127), The Mass Media and Society (J 201), Information Gathering (J 202) .................................................. 9

Admission as a Journalism Major

Admission to the School of Journalism is competitive. Before applying for admission as a journalism major, a journalism premajor must fulfill the following requirements:

1. Complete 90 or more credits of course work.
2. Attain a cumulative grade point average (GPA) of at least 2.50 for all work done at the University of Oregon.
3. Receive a passing score on the School's Language Skills Diagnostic Test (LSDT). This examination is typically offered twice a term, once during the course registration period and again during final examination week. Contact a journalism office staff member for the LSTD schedule.
4. Complete the journalism school's core curriculum (J 201, 202, 203, 204) with a grade of C- or better in each course.

All applicants are evaluated and judged competitively by an admissions committee as applications are received. The admissions committee considers the four requirements listed above and other materials that applicants must submit, including a personal statement. The committee has the option of waiving any of the four requirements listed above if there is evidence of a candidate's high potential for success as a journalism major.

Transfer Students

Students transferring to the University of Oregon journalism program as a journalism major and with accepted credit from Oregon or another accredited university may be granted admission as major status with the following exceptions:

1. Credits earned at schools of journalism accredited by the ACE and the Commission on Accreditation of Journalism Education (CAJE) are accepted both for journalism credit and to fulfill specific course requirements.
2. Journalism credits are accepted from unaccredited journalism programs, but they may not be used to meet specific course requirements. Students do count toward the 51-
Journalism majors must meet the University of Oregon student services.

5. A cumulative University of Oregon GPA of 2.50 or better

3. Satisfactory completion of at least two writing courses at the School of Journalism or transferred from an ACEJMC-accredited journalism program. Writing for the Media (J 203) fulfills one such requirement. Grammar for Journalists (J 101), however, does not fulfill this requirement

4. Satisfactory completion of at least two of the following courses: Journalism and Public Opinion (J 394), Mass Media Law (J 483), and History of Mass Media (J 487)

5. A cumulative University of Oregon GPA of 2.50 or better

6. A cumulative GPA of 2.50 or better in courses taken in the School of Journalism

In addition to any required course prerequisites, satisfactory completion of at least one of the following academic program areas in journalism:

Advertising: Three of the following: Advertising Copy Writing (J 341), Advertising Layout (J 442), Advertising Media Planning (J 443), Agency Account Management (J 444), Advertising Campaigns (J 449)

Students who opt not to take J 341 must take an additional writing course in the School of Journalism

Broadcast Journalism. Radio-Television News I (J 331), Radio-Television News II (J 432), and either Advanced Radio News (J 433) or Advanced Television News (J 434)

Magazine Journalism. Reporting I (J 361), Magazine Article Writing (J 371), and Magazine Editing (J 474)

News-Editorial Journalism. Reporting I (J 361), Reporting II (J 462), and Newspaper Editing (J 464)

Public Relations. Principles of Public Relations (J 350), Public Relations Writing (J 351), and Public Relations Problems (J 453)

General Studies Courses. The School of Journalism believes that professional journalists should be broadly educated. The following courses must be completed for graduation with a journalism major:

1. Six courses of at least 3 credits each in literature (not including courses dealing primarily with film)
2. Three courses of at least 3 credits each in history
3. Three courses of at least 3 credits each in economics

Courses numbered 196, 198, 199, 200, 399-406, or 408-410 may not be used to fulfill these requirements.

Definitions, Limitations, and Policies

Literature courses include those taught by the Department of English and the Comparative Literature Program as well as literature courses taught in foreign languages.

Internship. A journalism major may earn no more than 3 credits in Internship (J 404).

Grades. Journalism majors and premajors must take all journalism courses for letter grades unless a course is only offered pass/no pass (PIN). Grammar for Journalists (J 101) may be taken PIN. All courses for the minor must be passed with grades of P or C- or better.

Minor in Mass Media Studies

The School of Journalism offers a minor in Mass Media Studies, which gives students an overview of the field of mass communications. The minor requires 24 credits, of which 15 must be upper division, chosen from the following courses: The Mass Media and Society (J 201); Women, Minorities, and Media (J 320); Principles of Advertising (J 340); Principles of Public Relations (J 350); Journalism and Public Opinion (J 394); Media Research and Theory (J 395); Advertising and Society (J 446); Mass Media Law (J 485); History of Mass Media (J 487); International Journalism (J 492); Mass Media Ethics (J 495); Media Management and Economics (J 497).

Second Bachelor’s Degree

Students who already possess a bachelor's degree and want to earn a second bachelor's degree in journalism at the university may apply for journalism premajor status through the university’s Office of Admissions. Upon fulfilling the requirements for application for admission they may apply for major status. Students must complete all of the journalism school's requirements for graduation including the general-studies requirements and the university requirements for the B.A. or B.S. Credits, including transfer credits, earned for the first bachelor's degree may count toward meeting the requirements as long as they conform to the transfer-credit policy outlined earlier.

General Information

The School of Journalism occupies Eric W. Allen Hall, named in memory of its first dean. Fully equipped laboratories are provided for news writing, editing, advertising, radio-television production, and photography. Current files of newspapers and trade publications are maintained in the George S. Turnbull Memorial Reading Room. The school receives the newspaper services of the Associated Press. The Eric W. Allen Seminar Room, furnished by contributions from friends and alumni, is a center for group meetings and receptions. The University of Oregon Library has an extensive collection of the literature of journalism and mass communication.

The Oregon Newspaper Publishers Association, the Portland Advertising Federation, and the Oregon Association of Broadcasters cooperate with the school and the university's Career Planning and Placement Service in providing placement services for journalism graduates. The Oregon Scholastic Press has its headquarters in 201 Allen Hall.

Scholarships. Scholarships ranging from $300 to $3,000 are available through the School of Journalism with the support of endowments and contributions. A brochure describing these scholarships is available in the journalism office.

Student Loans. Interest from two small endowment funds enables the School of Journalism to provide short-term or emergency loans to journalism majors. For more information, inquire at the school's office.

GRADUATE STUDIES

The role of the school's undergraduate program is to provide students with the basic skills and techniques they need to secure their first professional media positions.

The master of arts (M.A.) and master of science (M.S.) programs at the University of Oregon School of Journalism seek to expose students to a wide range of ideas concerning the structure, function, and role of mass communication in society. The goal is to educate students to be mass media leaders and decision makers who actively contribute to improving the quality of media.

Requests for information and graduate applications, as well as all completed application materials, should be sent to Director of Graduate Study, School of Journalism, University of Oregon, Eugene OR 97403.

Admission Requirements

Admission to the graduate program is granted for the fall term only. About fifty students participate in the program; approximately twenty-five new students are admitted each fall. Both United States citizens and international students may apply.
An applicant for admission to the graduate program must be a graduate of an accredited four-year college or university. To be considered for admission to the School of Journalism's master's degree program, an applicant must submit all of the following:

1. Official transcripts from all institutions where undergraduate and graduate work was completed. The minimum undergraduate grade point average (GPA) for admission is 3.00. In exceptional cases, an applicant with a lower GPA may be admitted conditionally.

2. Official Graduate Record Examinations (GRE) scores no more than five years old. The minimum combined score for admission is 1100. In exceptional cases, an applicant with a lower score may be admitted conditionally.

3. A 750- to 1,000-word essay describing the applicant's academic and career goals. The essay should focus on the relationship between the applicant's past academic and professional experience and his or her future plans. Applicants should specifically explain how the University of Oregon's School of Journalism program relates to their educational goals.

4. An up-to-date résumé

5. A portfolio, string book, clips, tapes, or other evidence of relevant professional work or evidence of scholarly writing and research.

6. Three letters of recommendation, two of these from academic sources.

7. In addition to these requirements, all international students must submit scores for (a) either the Test of English as a Foreign Language (TOEFL) with a minimum score of 575 or the Michigan English Language Assessment Battery (MELAB) with a minimum score of 85, and (b) the Test of Spoken English (TSE). There is no minimum score on the TSE.

To be considered for fall admission, an applicant must submit all of the above materials by May 1.

Applicants for graduate scholarships or graduate teaching fellowships must submit their scholarship or fellowship applications and all their admission materials by March 31.

Students may be conditionally admitted for graduate study if they can offer evidence that they can be successful in the program. Such evidence might include exemplary scores on the GRE, a GPA exceeding 3.00 for the last two years of undergraduate study, or substantial experience in journalism.

Students without the appropriate professional or academic background in the mass media may be conditionally admitted into the program. These students are required to take no more than four undergraduate courses to prepare them for graduate work. Some of these courses may be taken at the same time as the graduate curriculum; others are prerequisites for certain graduate courses. Courses, determined for each student at the time of admission, may include The Mass Media and Society (J 201), Information Gathering (J 202), Writing for the Media (J 203), Visual Communication for Mass Media (J 204), Radio-Television News I (J 331), Principles of Advertising (J 340), Advertising Copy Writing (J 341), Principles of Public Relations (J 350), Public Relations Writing (J 351), Reporting I (J 361), Magazine Article Writing (J 371), Journalism and Public Opinion (J 394), Mass Media Law (J 585), History of Mass Media (J 587).

Advising. An adviser is appointed for each graduate student in the school by the director of graduate studies.

Course programs for graduate students are planned individually in consultation with advisers. Graduate students should meet with their advisers at least once a term.

Requirements for Graduation
Candiates for the master's degree must earn at least 45 graduate credits with a cumulative GPA higher than 3.00. Courses that do not carry graduate credit are not considered in determining the graduate GPA.

The program concludes with either a thesis or a professional project. Students typically take five or six terms to complete the program. Specific requirements follow:

1. Three graduate-level core courses: Mass Communication and Society (J 611), Approaches to Mass Communication Research (J 612), Mass Communication Theories (J 613).

2. Three additional 600-level courses in the School of Journalism. Except for graduate seminars (J 607), courses numbered J 601 through 610 do not count toward this requirement.

3. At least 6, but no more than 15, graduate credits outside the School of Journalism. The courses chosen must be part of a consistent, related, educationally enhancing plan that has been approved by the student's adviser prior to enrollment.

4. A graduate thesis (9 credits in J 503) or professional project (6 credits in J 609) approved and supervised by a faculty committee. Each student chooses a faculty member to supervise the research and writing of the thesis or terminal project. The topic must be approved by the adviser before work is begun. A student should register for Thesis (J 503) or Terminal Project (J 609) during the terms in which the research and writing are done.

Candiates for the M.A. degree, but not the M.S. degree, must be proficient in a foreign language. Criteria for proficiency are completion, within the past seven years, of the second language at the college level or passing an examination demonstrating equivalent competence.

Evaluation of Progress. All graduate students' programs are examined by the graduate affairs committee during progress toward the master's degree:

1. Each graduate student in journalism is automatically considered for advancement to candidacy in the term following the completion of 12 credits of graduate study. To be advanced to candidacy, a student must have completed at least 12 credits of graduate study at the UO with a GPA higher than 3.00. At least two core courses must make up part of the 12 credits.

2. Students not advanced to candidacy after completing 12 credits of graduate study are given written notice but may be allowed to continue course work until the completion of 24 credits of graduate study. At that time a final decision about advancement to candidacy is made. To be advanced to candidacy after completing 24 credits, the student must have a 3.00 GPA in graduate course work and have completed all three core courses.

During the term in which the student completes all other requirements for the degree, he or she takes an oral examination on the thesis or terminal project given by that student's thesis or project committee. Students nearing the completion of their programs should obtain from their advisers copies of a checklist of steps to be taken and examinations to be passed immediately prior to the awarding of the degree. Students are responsible for taking care of all formalities before the deadline.

A graduate student in journalism cannot elect the pass/no pass (P/N) option for a journalism course that is to be included in the 46 graduate credits for the master's degree unless the course is offered P/N only. For a graduate student to earn a P in a P/N only course, that student must do B– work or better.

Financial Assistance
The school provides a number of graduate scholarships and graduate teaching fellowships. Scholarships range from $500 to $3,000. Fellowships include a complete tuition waiver and a stipend for the academic year. Graduate teaching fellows assist faculty members with teaching, research, and administrative responsibilities.

Admission materials and applications for scholarships, fellowships, and other financial assistance must be submitted by March 31. Applicants may apply for both a scholarship and a fellowship at the same time.

International Students
International students beginning graduate work at the School of Journalism should plan to take basic courses that do not carry graduate credit before enrolling in graduate-level courses. Applicants whose native language is not English must take (a) either the Test of English as a Foreign Language (TOEFL) with a minimum score of 575 or the Michigan English Language Assessment Battery (MELAB) with a minimum score of 85, and (b) the test of Spoken English (TSE). There is no minimum score on the TSE. All of these tests are administered throughout the world. Applicants should arrange to take these tests well in advance of the application deadline.

A firm mastery of English, including American mass communication idiom, is necessary for success in professional courses at the graduate level. International students who lack such mastery are required to attend courses at the American English Institute on campus before undertaking the journalism graduate program. Though these courses do not carry graduate credit, they qualify for students' visa requirements. The best time to enroll in the institute's courses is the summer session preceding the first term in the master's degree program.
### Journalist Courses (J)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>J101</td>
<td>Grammar for Journalists</td>
<td>3</td>
<td>Intensive review of grammar, word use, spelling, and principles of clear, concise writing. Introduction to the journalistic style.</td>
</tr>
<tr>
<td>J196</td>
<td>Field Studies</td>
<td>1–2R</td>
<td></td>
</tr>
<tr>
<td>J198</td>
<td>Colloquium: [Term Subject] (1–2R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J199</td>
<td>Special Studies: [Term Subject] (1–3R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J200</td>
<td>Innovative Education: [Term Subject] (1–3R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J201</td>
<td>The Mass Media and Society (3)</td>
<td></td>
<td>The various media of mass communication and their effects on society. Bivins, Kessler, McDonald.</td>
</tr>
<tr>
<td>J202</td>
<td>Information Gathering (3)</td>
<td></td>
<td>Survey of methods and strategies for acquiring information of use to the various mass media. Examination of records, data bases and sources, and interview methods. Bybee, Kessler, McDonald.</td>
</tr>
<tr>
<td>J203</td>
<td>Writing for the Media (3)</td>
<td></td>
<td>Introduction to the process and practice of writing for the several mass media channels. Discussion of rights and responsibilities of the public communicator. Prereq: Language Skills Diagnostic Test, sophomore standing. Franklin, Kessler, McDonald, Wheeler.</td>
</tr>
<tr>
<td>J204</td>
<td>Visual Communication for Mass Media (3)</td>
<td></td>
<td>Theory and application of visual communication in newspapers, magazines, television, advertising, and public relations. McDonald, Ryan.</td>
</tr>
<tr>
<td>J303</td>
<td>Elementary Television Film Writing (3)</td>
<td></td>
<td>May be offered 1992–93.</td>
</tr>
<tr>
<td>J304</td>
<td>Advanced Television Film Writing (3)</td>
<td></td>
<td>May be offered 1992–93.</td>
</tr>
<tr>
<td>J320</td>
<td>Women, Minorities, and Media (3)</td>
<td></td>
<td>Inequities in mass media with regard to gender, race, and ethnicity. Ramifications and possible mechanisms of change. Kessler, Steeves.</td>
</tr>
<tr>
<td>J340</td>
<td>Principles of Advertising (3)</td>
<td></td>
<td>Advertising as a factor in the distributive process; the advertising agency; the campaign; research and testing; the selection of media: newspaper, magazine, broadcasting, outdoor advertising, direct mailing. Frer, Keding, Winter.</td>
</tr>
<tr>
<td>J350</td>
<td>Principles of Public Relations (3)</td>
<td></td>
<td>Theory and practice; mass media as publicity channels; the public relations practitioner; departments and agencies. Bivins, Steeves.</td>
</tr>
<tr>
<td>J361</td>
<td>Reporting I (4)</td>
<td></td>
<td>Basic training in news gathering. Extensive writing under time pressure, including a variety of assignments—straight news, features, interviews, speeches. Majors only. Prereq: J202, 203, typing ability. Gleason, Kessler, Lemert, McDonald, Ponder.</td>
</tr>
<tr>
<td>J365</td>
<td>Photographic Journalism (3)</td>
<td></td>
<td>Introduction to black-and-white photographic techniques with emphasis on the structure, law, and ethics of photojournalism. Laboratory intensive and portfolio oriented. Majors only. Gleason, McDonald, Ryan.</td>
</tr>
<tr>
<td>J371</td>
<td>Magazine Article Writing I (3)</td>
<td></td>
<td>Writing magazine feature articles; study of the problems of marketing magazine manuscripts. Majors only. Prereq: J361 or instructor's consent. Kessler, Metzler, Wheeler.</td>
</tr>
<tr>
<td>J375</td>
<td>Production for Publication (3)</td>
<td></td>
<td>Production of news-editorial and advertising material in the print media. Includes printing processes, typography and composition methods, and graphic-arts photography. McDonald, Metzler, Ryan.</td>
</tr>
<tr>
<td>J394</td>
<td>Journalism and Public Opinion (3)</td>
<td></td>
<td>Formation, reinforcement, and change of opinions. The role of major social and political institutions with emphasis on the mass media of communication. Prereq: junior standing. Lemert, Steeves.</td>
</tr>
<tr>
<td>J395</td>
<td>Media Research and Theory (3)</td>
<td></td>
<td>Theoretical models of mass communication based on systematic research. Application to a variety of journalism operations. The most-used communication research methods. Lemert, Steeves.</td>
</tr>
<tr>
<td>J400</td>
<td>Innovative Education: [Term Subject] (1–3R)</td>
<td></td>
<td>Special Problems: [Term Subject] (1–4R)</td>
</tr>
<tr>
<td>J401</td>
<td>Research (1–9R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J403</td>
<td>Thesis (1–9R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J404</td>
<td>Internship: [Term Subject] (1–3R)</td>
<td></td>
<td>P/N only. R for maximum of 3 credits.</td>
</tr>
<tr>
<td>J405</td>
<td>Reading and Conference: [Term Subject] (1–9R)</td>
<td></td>
<td>P/N only.</td>
</tr>
<tr>
<td>J408/508</td>
<td>Workshop: [Term Subject] (1–3R)</td>
<td></td>
<td>P/N only.</td>
</tr>
<tr>
<td>J409</td>
<td>Practicum: [Term Subject] (1–3R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J410/510</td>
<td>Experimental Course: [Term Subject] (1–4R)</td>
<td></td>
<td>Current topics are Advanced Editing, Communications and Culture, Communication Theory and Criticism, Elementary TV Workshop, Infotainment, Introduction to Communication Systems, Introduction to Video Production, Public Subsidy to TV, Survey of Documentary Film, United States Film Industry.</td>
</tr>
<tr>
<td>J419/519</td>
<td>Editing Styles (3)</td>
<td></td>
<td>May be offered 1992–93.</td>
</tr>
<tr>
<td>J420/520</td>
<td>Video Field Production (3)</td>
<td></td>
<td>May be offered 1992–93.</td>
</tr>
<tr>
<td>J421/521</td>
<td>Super-8 Film Production (3)</td>
<td></td>
<td>May be offered 1992–93.</td>
</tr>
<tr>
<td>J424/524</td>
<td>Problems in Representation: [Term Subject] (3R)</td>
<td></td>
<td>May be offered 1992–93.</td>
</tr>
<tr>
<td>J434/534</td>
<td>Advanced Television News (3)</td>
<td></td>
<td>Special problems and opportunities for gathering, writing, editing, producing, and presenting the news for television broadcasting. Majors only. Prereq: J432/532. Nestvold, Stavitsky.</td>
</tr>
<tr>
<td>J443/543</td>
<td>Advertising Media Planning (4)</td>
<td></td>
<td>Objectives and strategy for determining effective methods of reaching a designated target audience. Use of media measurement tools. Majors only. Prereq: J340.</td>
</tr>
<tr>
<td>J444/544</td>
<td>Agency Account Management (3)</td>
<td></td>
<td>Advertising-agency structure and procedures; analysis and consumer research to determine strategic positioning; role of the account executive in the advertising agency. Prereq: J340, 341. Frazer.</td>
</tr>
<tr>
<td>J446/546</td>
<td>Advertising and Society (3)</td>
<td></td>
<td>Discussion and reading in the socioeconomic of advertising. The literature of advertising and the legal, ethical, and moral considerations incumbent in the advertising career. Prereq: junior standing. Frazer, Keding, Winter.</td>
</tr>
<tr>
<td>J449/549</td>
<td>Advertising Campaigns (4)</td>
<td></td>
<td>Seniors and graduate students produce a comprehensive campaign involving every aspect of advertising, ranging from market research through creative and media strategy formulation to execution. Majors only. Prereq: J340, 341 and either J442/542 or 443/543. Frazer, Keding.</td>
</tr>
</tbody>
</table>


462/562 Reporting II (4) Advanced newspaper reporting on public affairs and community news, including internship assignments at area newspapers. Majors only. Prereq: J 361. McDonald, Ponder.

463/563 Specialized Reporting: [Term Subject] (1–4R) Newspaper reporting of special topics. Topics include business and economics, politics, health and medicine, science, the arts, and precision journalism. Prereq: junior standing. Bivins, Ponder, Steeves.

464/564 Newspaper Editing (5) Copy editing and headline writing for newspapers; emphasis on grammar and style. Problems in evaluation, display, make-up, and processing of written and pictorial news matter under time pressure. Majors only. Prereq: J 361.

466/566 Editorial Writing (3) Writing of analysis and opinion for the media of mass communication; examination of methods of formulating editorial policy; operation of editorial pages and editorial sections. Majors only.


474/574 Magazine Editing (4) History of magazines; principles and problems of magazine editing; planning, content selection, manuscript revision, copy editing, caption and title writing; editorial responsibility. Majors only. Kessler, Metzler, Wheeler.

476/576 Magazine Design and Production (3) Role of the magazine editor in working with art directors. Problems in designing covers, pages, and spreads for magazines; selecting type faces; and visualizing art. Majors only. Kessler, Ryan.

483/583 The Journalistic Interview (3) Gathering information through asking questions. Literature and research findings on techniques of listening, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Majors only. Kessler, Metzler.

485/585 Mass Media Law (3) Legal aspects of the mass media: constitutional freedom of expression, news gathering, access to public records and proceedings, libel, privacy, copyright, advertising, broadcast regulation, and antitrust. Prereq: junior standing. Gleason, Ponder.


488/588 Caricature and Graphic Humor (3) Cartoons and comics in the mass media; historical aspects; cartoon literature and collections; developing ideas for editorial and gag cartoons. Drawing ability useful but not vital.

492/592 International Journalism (3) Mass communication media throughout the world: historical background; conflicting theories of control; international news services and foreign correspondence; problems in developing nations. Ponder.

495/595 Mass Media Ethics (3) Ethical problems in journalism: conflicts of interest, veiled attribution, fabrication, plagiarism, governmental policies and media codes, individual privacy vs. public interest, accountability. Prereq: junior standing. Bivins, Gleason.


503 Thesis (1–9R) P/N only

601 Research (1–9R) P/N only

602 Supervised College Teaching (1–5R) R for maximum of 5 credits.

604 Internship: [Term Subject] (1–3R) P/N only. R for maximum of 3 credits.

605 Reading and Conference: [Term Subject] (1–9R) P/N only. R for maximum of 9 credits.

606 Special Problems (1–9R) P/N only

607 Seminar: [Term Subject] (1–5R) Current topics are Gender and Media, Literary Journalism.

608 Workshop: [Term Subject] (1–3R)

609 Terminal Project: [Term Subject] (1–6R) P/N only. R for maximum of 6 credits.

610 Experimental Course: [Term Subject] (1–5R)

611 Mass Communication and Society (3) Review of the literature of mass communication. Introduction to graduate study in journalism and mass communication. Kessler, Lemert, Ponder.


613 Mass Communication Theories (3) The communication process; audiences of the mass media; media competition; attitudes of communicators; functions and dysfunctions of media activities. Lemert, Steeves.

614 Communication Research Methods (3) Selection and planning of research studies; class research project with instruction in appropriate methodology and basic statistical analysis. Beginning course in graduate research. Lemert, Steeves.

615 Legal and Historical Communication Research (3) The use of legal and historical methods in mass communication research. Selection and planning of legal or historical research studies. Class and individual research projects. Gleason, Kessler, Ponder.

616 Public Opinion and Propaganda (3) Research findings on choices made by mass media decision makers. Research in attitude-change processes; source, message, channel, and receiver variables. Lemert, Steeves.

617 Bias in the News Room (3) Objectivity norms and other craft traditions; their consequences for audiences and for the adequacy of media performance. Lemert.

618 Criticizing the Media (3) Traditional, humanistic, “social responsibility” approach compared with empirical approach to analysis and criticism of media performance and professional norms. Lemert.

620 Public Relations Planning Theory (3) Public relations management including systems theory and various formulas for program planning and evaluation. Prereq: J 453/553. Bivins.


The School of Law offers a professional curriculum leading to the doctor of jurisprudence (J.D.) degree.

The curriculum provides a thorough preparation for the practice of law. The School of Law wants the student to acquire knowledge not only of legal doctrine but also of the judicial process and of the social, economic, and political problems facing lawyers. The method of instruction requires an intensive exercise of analytical skills.

Because the curriculum presents fundamental subjects of law during the first year, the first-year program is prescribed.

Substantial participation in classroom discussion, every effort is made to assure first-year students of at least one class with an enrollment limit of twenty-five students. All second- and third-year courses are elective except Legal Profession (LAW 649), which is required. Counseling and information are available to assist students in selecting courses most closely

Emeriti


Orlando John Hollis, distinguished professor emeritus (civil procedure, legal profession, trial practice). B.S., 1926, J.D., 1928, Oregon (Coif); Oregon bar, 1928. (1931)


The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.
related to their professional goals. The scope of the curriculum is enriched by the addition of courses, seminars, clinics, and the research and writing program that explore the role of law in new areas of social and economic importance. The Kenneth Lucas Fenton Memorial Law Library has more than 251,000 volumes including 110,000 volumes on microfiche. Access to the library’s collection is provided through Janus, an online catalogue that serves the university library system and is an important tool for researchers. Library holdings include complete case reports of the National Reporter System, complete state reports from colonial times to the establishment of the reporter system, a substantial collection of English and Canadian case law, codes and compilations of state and federal statutory law, and standard legal digests and encyclopedias. The periodicals collection includes 950 legal journals. An excellent collection of publications relating to Oregon territorial and state law includes an extensive file of Oregon Supreme Court briefs. Computer-assisted legal research systems, LEXIS and WESTLAW, are also part of the law library.

The Law Center, designed to accommodate up to five hundred students and thirty faculty members, has spacious classrooms and seminar rooms, a courtroom with videotape facilities, a career services office, and offices for the school’s clinics. Student facilities include a student bar association office, lounge, typing room, locker room, and offices for the editorial boards of the Oregon Law Review and the Journal of Environmental Law and Litigation. Additional information and complete descriptions of courses offered appear in the UO School of Law Bulletin. For a free copy write to the Office of Admissions, School of Law, University of Oregon, Eugene OR 97403-1221.

DEGREE REQUIREMENTS

Students who have been admitted to the School of Law, who have satisfactorily completed 85 semester credits in law courses, and who have otherwise satisfied the requirements of the university and the School of Law are granted the J.D. degree provided that they:

1. Obtain, at least two years before completing work for the J.D. degree, a B.A. or B.S. or equivalent degree from an accredited college or university
2. Have been full-time law students at the School of Law for at least ninety weeks or the equivalent
3. Fulfill other requirements as may be imposed
4. Successfully complete Legal Profession (LAW 649)

The School of Law reserves the right to modify its curriculum and graduation requirements at any time. Students in the School of Law may accrue up to 5 of the required 85 semester credits by successfully completing graduate-level courses or seminars at the University of Oregon. These courses must be relevant to their program of legal studies and approved in advance by the dean or an assistant dean in consultation with the School of Law curriculum committee.

A total of three years of full-time resident professional study in the University of Oregon School of Law or another law school of recognized standing is required for the J.D. degree. Except in unusual circumstances, the last two years must be in residence at the University of Oregon School of Law.

During the second and third years in the school, each student must complete both a basic writing requirement and a comprehensive writing requirement. The basic requirement is designed to improve legal writing skills and the ability to analyze legal problems. The comprehensive requirement is a more intensive writing experience involving thorough research, creative thinking, and interaction with a faculty member in developing and editing a paper. One requirement must be satisfied each of the last two years in the law school, and both must be completed before a student can be granted a professional law degree.

CLINICAL-EXPERIENCE AND PRACTICE-SKILLS PROGRAM

The School of Law offers four clinical-experience and practice-skills programs as part of its curriculum. In addition, a legislative workshop is offered during the regular sessions of the Oregon Legislative Assembly. Through clinical-experience programs, cases are handled under the direct supervision of a clinical instructor. Qualified third-year students in the clinical programs usually are certified under the Third-Year Student Practice Rule, which has been adopted by the Oregon Supreme Court. Civil Practice Clinic. This program provides field experience at the Legal Aid Service of Lane County, Inc. It enables law students, under the supervision of an attorney, to represent eligible clients and to develop skills in interviewing, counseling, drafting, negotiating, discovery, and litigation.

Criminal Defense Clinic. Under the supervision of an attorney, law students handle cases of clients eligible for legal representation through Public Defender Services of Lane County, Inc. Students develop advocacy skills in the context of criminal defense representation.

Prosecution Clinic. Students are exposed to the criminal justice system as prosecuting attorneys in the trial of criminal cases, under the supervision of an attorney, through the Lane County district attorney’s office. Students develop advocacy skills in the context of criminal prosecutions.

Enrollment is limited to third-year students.

Environmental Law Clinic. Students learn about agency proceedings, submission of petitions requesting government action, techniques of legal access to government files, interviewing of experts and clients, interpretation and presentation of environmental data in legal proceedings, and litigation on behalf of clients. Substantial carefully written work under close supervision is required.

Legislative Issues Workshop. Students are placed as interns with a legislator or legislative committee during most regular sessions of the Oregon Legislative Assembly. They are involved in legal research and in the preparation of reports pertaining to issues before the legislature.

Trial Practice Laboratory. Students examine and develop courtroom skills in civil and criminal cases. Primary emphases are on the opening statement, direct examination, cross-examination, objections, closing argument, and voir dire of juries. Each student participates in weekly classroom exercises and in a full trial at the end of the semester.

Ocean and Coastal Law

Second- and third-year students at the School of Law are eligible to begin developing a specialty in the field of ocean and coastal law. Students who satisfactorily complete one of these programs receive a statement of completion signed by the dean and by the directors of the Ocean and Coastal Law Center.

Environmental and Natural Resources Law

Second- and third-year students at the School of Law can also specialize in two programs that develop an understanding of environmental and natural resources law. Students must satisfactorily complete a number of specified courses and an academic paper of high quality. Students who complete the two requirements receive a statement of completion signed by the dean of the School of Law.

SUMMER SESSION

The School of Law offers a summer session that is open to law students who have completed at least one year of law work and who are in good standing at a law school accredited by the American Bar Association. Summer session students may earn up to 8 semester credits in the law school. Summer session is not open to beginning law students.

For complete summer session information, write to the Administration Office, School of Law, University of Oregon, Eugene OR 97403-1221.

CONCURRENT DEGREE PROGRAMS

J.D./M.B.A.

The School of Law and the Graduate School of Management offer a doctor of jurisprudence and master of business administration (J.D./M.B.A.) concurrent degree program. The program prepares students to use their legal skills in fields that require understanding of business principles, finance, accounting, and corporate management.

Students study both fields concurrently and receive two degrees in four years rather than the normal five. Applicants must apply to and be accepted by both schools. Each school maintains its own academic standards and requirements.

J.D./M.S.

The School of Law and the Graduate School’s Interdisciplinary Studies: Individualized Program offer a concurrent degree program leading to a doctor of jurisprudence and master of science with a specialty in environmental studies. This program introduces students to scientific, social, and legal aspects of environmental regulation and resource development. Students study both fields concurrently and receive two degrees in four years rather than the normal five.
Applicants must apply to and be accepted by the School of Law and the Graduate School. Each school maintains its own academic standards and requirements. Students accepted in this program are allowed to count credits earned in environmental law courses at the law school toward their master of science degree. In addition to law courses, students must emphasize three areas of concentration in the environmental studies program, take at least one course from each of five core areas, complete a thesis, and participate in an internship.

More information about the J.D./M.S. concurrent degrees may be obtained by writing to Marilyn Bradetich, Director of Admissions, School of Law, University of Oregon, Eugene OR 97403.

**ACADEMIC SUPPORT**

The Academic Support Program (ASP) is a voluntary program designed to meet the needs of nontraditional law students. Emphasis is on cross-cultural analysis of legal issues. ASP includes a summer orientation program and an academic tutorial program designed to teach the principles that underlie first-year course work, to develop research and writing skills, and to clarify the law school examination process. Students also receive assistance in obtaining summer clerkships and permanent employment.

**STUDENT PROGRAMS AND ORGANIZATIONS**

There is a wide variety of student programs and organizations. Among these are the Christian Legal Society; Journal of Environmental Law and Litigation; Land, Air and Water Student Research Group; Lesbian and Gay Law Students Association; Minority Law Students Association; National Lawyers Guild; National Moot Court Competitions; Oregon Law Review; Oregon Women Lawyers; Peer Advising; Sports Clubs; Student Bar Association; Women's Law Forum; and chapters of the Black American Law Students Association, Federalist Society, International Law Students Association, Order of the Coif, Phi Alpha Delta, and Phi Delta Phi.

**ADMISSION PROCEDURES**

**Prelaw Preparation**

The School of Law does not prescribe any particular prelegal curriculum. Intellectual maturity and breadth of educational background are considered more important than specified subject matter.

The admissions committee prefers a liberal undergraduate background and thorough training in a broad cultural field such as history, philosophy, literature, economics, classics, government, mathematics, or science. In addition, the importance of well-developed writing skills is emphasized. Concentration in vocational training courses reduces an applicant's chance of being admitted.

Applicants are expected to have undertaken an academically challenging course of study. Students with a large number of pass (P) credits may be at a disadvantage in selection for admission to the School of Law.

Students who want more information about prelegal education or who are interested in learning more about the School of Law are encouraged to talk to the director of admissions of the law school.

**Admission Correspondence**

Specific inquiries, applications, fees, Law School Admission Test (LSAT) and Law School Data Assembly Service (LSDAS) reports, transcripts, and all supporting documents should be forwarded to the Director of Admissions, Office of Admissions, School of Law, University of Oregon, Eugene OR 97403. Unless the applicant specifies the School of Law document to be delivered to the central university Office of Admissions, possibly delaying action on the application.

**Basic Admission Requirements**

An applicant must have a bachelor's degree from an accredited college or university prior to enrolling in the School of Law. Enrollment restrictions and the large volume of applications for admission to the law school make it necessary to admit only those applicants who, in terms of their overall records, are the most qualified for legal studies.

In addition to the undergraduate grade point average (GPA) and the Law School Admission Test (LSAT) score, other factors considered in admission decisions include quality of undergraduate education, work experience, maturity, graduate work, extracurricular activities, personal statements, and letters of recommendation. For students in the first-year class entering the School of Law in fall 1991, the average undergraduate GPA was approximately 3.20; the average LSAT score was 40. Because the number of students who can be accepted is limited, admission is very competitive and applicants who meet the above standards are not guaranteed admission.

**Application**

Applications and supporting documents should be submitted after October 1 of the year preceding the fall semester for which they are applying. This fee is neither refunded nor credited toward tuition and fees, regardless of the disposition of the application.

**Admission Test**

Applicants must have completed the LSAT/LSDAS registration packets are available in the School of Law Office of Admissions. The admissions committee does not act on an application until a copy of the LSDAS report has been received. Information concerning the LSDAS is available in the School of Law Office of Admissions or can be obtained from Law School Admission Services, PO Box 2000, Newton PA 18940-0998.

**Acceptance Fee**

Applicants who are offered admission to the law school must pay an admission acceptance fee of $100 to reserve a space in the entering class. The admission acceptance fee is not credited toward the tuition and fees of enrolling students.

**Previous Law School Study**

An applicant who has attended another law school must have the dean of that law school send a letter to the admissions committee stating that the applicant is in good standing and eligible to return to that school without condition.

**Transfer Applicants and Visiting Students**

A transfer applicant may transfer no more than one year of credit earned in another law school of recognized standing.

Students who have attended another law school for more than one year may apply to the School of Law as visiting students. Visiting students are not eligible for degrees from the School of Law.

**Transfer and Visiting Applicants**

Applicants must submit an application and a $40 application fee, payable to the University of Oregon, by July 1. A letter of good standing, LSAT score, and undergraduate and law school transcripts must be received to complete the application package. Transcripts sent directly to the School of Law are accepted, and applicants do not need to register with the LSDAS.

**Photographs**

University of Oregon student identification cards include a photograph taken when a student initially registers for classes. Duplicates of the photograph taken for student identification cards are retained as part of the law school's records.

**GRADING POLICY**

The following grades are available to be awarded in all graded courses at the School of Law and are given the following numerical values when computing student grade point averages (GPAs):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.5</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
</tr>
<tr>
<td>D+</td>
<td>1.5</td>
</tr>
</tbody>
</table>

More information about the J.D./M.S. concurrent degrees may be obtained by writing to Marilyn Bradetich, Director of Admissions, School of Law, University of Oregon, Eugene OR 97403.
4. a. A student who has completed four semesters of study shall remain on probation until (a) achieving a cumulative GPA of 2.00 or better or (b) being disqualified.

b. A student who is disqualified a second time may file a petition for readmission only if the student's cumulative GPA is 1.90 or higher unless the case is governed by 6.a.

(1) The petition must first be evaluated by the committee. If the committee deems the petition, the student has no further recourse. If the committee recommends readmission to the faculty, the decision to readmit or deny the petition is made by the faculty.

(2) The evaluation of the petition by the committee and, where appropriate, the faculty, shall be under the standard set in Rule 5.a.(1)

c. A student who is once denied readmission by the faculty or who is disqualified a third time has no further recourse either before the committee or the faculty.

6. a. A student disqualified pursuant to Rule 4.b. may submit a petition to the faculty for readmission regardless of any limitations whatsoever contained elsewhere in these rules. The committee shall first review the petition and submit its recommendations to the faculty, which may impose such conditions to readmission as it deems appropriate.

b. The committee or the faculty may impose such conditions on a readmission as it deems appropriate. Conditions may include but are not limited to academic counseling, retaking of first-year courses in which D or F grades were received, limitation of employment or other extracurricular activities, course limitations, course requirements, and remaining out of school for a period of time. Failure to abide by conditions of readmission may be cause for revocation of readmission or other appropriate remedy.

c. Appeals are permitted only before the committee.


b. The grade of D+ is available for use in all first-year courses, including Legal Research and Writing, commencing with the 1991–92 school year. The grade of D+ is available for use in all law school graded academic work commencing with the 1992–93 school year and thereafter. For purposes of academic disqualification only, students enrolled and earning credit prior to fall semester 1991 who receive any D+ grades will be deemed for such credits to have received grades of C.

8. No student may graduate without obtaining grades of D or better in all courses of the first-year required curriculum. Any student receiving an F in such a course must, at the first scheduled opportunity, take the course over for credit and obtain a D or better. Only one attempt to satisfy the requirement will be permitted. The requirement cannot be satisfied by taking the course or courses at another law school. Any student who receives an F in a required first-year course and then retakes the course for credit shall have his or her GPA computed based on the grade received in retaking the course, and the original F grade shall be ignored even though the F grade remains on the transcript.

9. Grades of N (no pass) in pass/no pass (P/N) courses shall be counted in the student's GPA as 0.00 points for the number of credits attempted in such courses where N grades were received.

**COSTS AND STUDENT FINANCIAL AID**

Law students are classified as graduate students. Regular fees are payable in full at the time of registration. Payment of the stipulated fees entitles all students enrolled for academic credit to all services maintained by the university for the benefit of students.

**Tuition and Fees**

For the 1991–92 academic year, tuition was $5,018 for resident students and $9,446 for nonresidents. See the law school bulletin for more information. Tuition and fee schedules are subject to revision by the Oregon State Board of Higher Education (OSBHE).

Residence classification regulations appear in Chapter 580, Division 10, of Oregon Administrative Rules, which are quoted in the Admissions section of this bulletin. Details governing administration of nonresident and resident policies are complex; students are advised to consult the university's Office of Admissions for answers to individual questions.

**Total Costs**

Because student living arrangements and personal spending habits vary widely, no single figure represents the cost of attending the university. However, estimated total 1991–92 costs for a single resident student at the School of Law averaged approximately $10,000 (tuition, fees, books, board and room, and personal expenses). For a nonresident, costs averaged approximately $15,000. For a married resident student, costs averaged around $18,200; they were higher for students with children.
James D. Barnett Memorial Scholarships. Scholarship, established by friends and former professionals, is awarded to a second-year student in the School of Law on the bases of financial need, community involvement, and scholarship with preference given new students. There is an emphasis on students in the African-American community although any worthy individual is eligible. Applicants' motivation is assessed by means of a 400- to 600-word essay. The award is supported by the income of an endowed fund established by Mr. Winifred Barnett Allendoerfer and Professor Carl Allendoerfer, in memory of James D. Barnett, a member of the university faculty from 1908 until his death in 1957.

Derrick A. Bell, Jr. Scholarship. The scholarships are awarded annually by the School of Law. These scholarships are named in honor of former School of Law Dean Derrick A. Bell, Jr. for his significant contribution to legal education and civil rights. It is supported through income from an endowed fund, established by Mrs. Winifred Barnett Allendoerfer and Professor Carl Allendoerfer, in memory of James D. Barnett, a member of the university faculty from 1908 until his death in 1957.

Hugh L. Biggs Scholarship. The Biggs scholarship is awarded to a student in the School of Law on the bases of academic achievement, demonstrated leadership ability, and professional promise. The award is supported through income from an endowed fund established by Hugh L. Biggs, a prominent attorney in Portland, Oregon, and a member of the Class of 1931.

Carpenter and Busselle Loans. Loans of up to $1,200 are made to financially needy law students from an endowed fund established by the estate of Marguerite Guiley in memory of her husband, Mr. Winifred Carpenter, dean of the School of Law from 1927 to 1931.

Dennis Chandler Memorial Scholarship. The Chandler scholarship is provided by a gift from Eugene and Wilhelmina Bramlett in honor of Luetta and Robert Branch, cousins of Dennis Chandler, who is the son of James Chandler, professor of law at George Washington University. Scholarships are awarded annually based on financial need, community involvement and service, and scholarship with preference given new students. There is an emphasis on students in the African-American community although any worthy individual is eligible. Applicants' motivation is assessed by means of a 400- to 600-word essay. The award is supported by the income of an endowed fund established by the late Herbert B. Galton, a member of the Class of 1938 and a Portland, Oregon, attorney who was involved in labor-relations law.

The John and Eleanor Halderman Scholarship Fund. The Halderman scholarship was established in 1991 by a generous gift from Eleanor L. Halderman in honor of her late husband, John W. Halderman, a member of the Class of 1931. Mr. Halderman was an expert on the United Nations and played an instrumental role in its formation. His career with the U.S. Department of State and the Foreign Service spanned twenty-three years. He worked primarily on United Nations and international issues concerning human rights and peace. Recipients of this scholarship are selected on the bases of demonstrated interest and commitment to the pursuit of a career in international law with primary emphasis on the study of world order in international relations and human rights. Providing these criteria are met, secondary consideration is given to both academic achievement and financial need.

Dean Orlando John Hollis Scholar Award for Academic Excellence. This award is made each year to a third-year law student who has been enrolled at the University of Oregon School of Law for his or her first two years of legal study and remains in residence for the third year. The recipient is selected from the five students in the third-year class who, after meeting the above requirement, have the highest grade point average and make a commitment to take the Oregon State Bar Examination and practice law in the state of Oregon. The award is made possible by a gift from the Bowerman Foundation to honor Orlando John Hollis, a member of the Class of 1928. Distinguished Professor Emeritus Hollis was a member of the law school faculty from 1931 until 1967; he served as dean of the school from 1945 to 1967. He is well remembered by his former students for his insistence on academic excellence.

Charles G. Howard Scholarships. Several scholarships of varying amounts are awarded annually to students in the School of Law on the bases of satisfactory academic progress, financial need, and the applicant's efforts to solve his or her own financial problems. The scholarship fund was established by members of the Alpha Delta Kappa Fraternity and named in honor of the late Charles G. Howard, a faculty member of the School of Law from 1928 to 1971.

Michael A. Johnston Award. This is given to a graduating student who has a disabling disability or handicap and who has displayed qualities of independence, perseverance, gentleness of spirit, and love for all manner of people and things. It is funded by the earnings of an endowed fund established in memory of law student Michael A. Johnston by his family and friends.

James T. Landye Scholarship. One or more scholarships are awarded annually by the faculty of the School of Law to students who are academically superior students who are in need of financial assistance. The scholarships are financed from a fund contributed by the family and friends of the late James T. Landye, a Portland lawyer and a member of the Class of 1934.

Lane Powell Spears Lubsersky Scholarship. Established in 1990 by the Portland firm of that name, this scholarship is awarded annually to a third-year student and based on excellent academic achievement in the first and second years.
Law School Alumni Scholarships. Scholarships are awarded by the UO School of Law Alumni Association to members of the entering class of the School of Law on the basis of prelegal academic achievement and financial need. Recipients are selected by a committee of members of the alumni association.

Jeanne Latourette Linklater Memorial Scholarship. The law school faculty annually awards one or more scholarships through this fund. The Linklater Memorial Scholarship is supported by the income from a $25,000 bequest by Jeanne Latourette Linklater, whose husband, Kenneth A. Linklater, graduated from the School of Law in 1935 and whose father, Earl C. Latourette, was chief justice of the Oregon Supreme Court from 1953 to 1955.

Ann Louise Litin Memorial Award. This award is given annually to a second- or third-year law student who exemplifies the courage, integrity, fairness, and concern for other people demonstrated by Ann Louise Litin, Class of 1982. The award fund was established in memory of Litin by her family, friends, colleagues, and classmates.

Wayne Morse Endowed Memorial Scholarship Fund. Established in 1991 by a bequest from the estate of Nancy T. Fisher, this scholarship is named for the late Wayne L. Morse. Senator Morse was a member of the University of Oregon School of Law faculty from 1929 to 1943, serving as dean from 1931 to 1943. He then served as a member of the United States Senate from 1944 to 1968.

Oregon Law Foundation. For the past several years, the Oregon Law Foundation has provided funds for scholarships to deserving students at the law school.

Oregon State Bar Minority Scholarships. The Oregon State Bar affirmative action program is funded through assessments from each active arship. The law school faculty annually awards Oregon State Bar affirmative action program is awarded as the Oregon State Bar Minority Scholarships. The Oregon Law Foundation. For the past several years, the law school has received a significant amount of private funds for scholarships to deserving students.

Wayne Morse Endowed Memorial Scholarship Fund. Established in 1991 by a bequest from the estate of Nancy T. Fisher, this scholarship is named for the late Wayne L. Morse. Senator Morse was a member of the University of Oregon School of Law faculty from 1929 to 1943, serving as dean from 1931 to 1943. He then served as a member of the United States Senate from 1944 to 1968.

Academic Calendar for Law Students

- **Required First-Year Courses**
  - 611, 612 Contracts (3, 3)
  - 613, 614 Torts (3, 3)
  - 615 Civil Procedure (4)
  - 616 Legislative and Administrative Process (3)
  - 617 Property (4)
  - 618 Criminal Law (3)
  - 622, 623 Legal Research and Writing I, II (2, 2)

- **Second- and Third-Year Courses**
  - All second- and third-year courses are elective except LAW 649, which is required. Most of the courses listed below are offered each academic year. Every effort is made to offer all of the following courses at least once every two years, but the ability of the School of Law to offer some courses may be limited by student interest and faculty resources.
  - 635 Secured Land Transactions (3)
  - 636 Commercial Law (4)
  - 637, 638 Trusts and Estates I, II (3, 3)
  - 639 Employment Discrimination (3)
  - 640 Children and the Law (3)
  - 641 Partnerships and Corporations (3)
  - 643, 644 Constitutional Law I, II (4, 3)
  - 645 Oregon Practice and Procedure (3)
  - 646 Federal Courts (3)
  - 647 Conflict of Laws (3)
  - 648 Creditors' Rights (3)
  - 649 Legal Profession (3)
  - 651 Evidence (3–4)
  - 654 Insurance (3)
  - 655 Family Law (3)
  - 658 Local Government Law (2)
  - 659 Labor Law (3)
  - 660 Employment Law (3)
  - 661 Remedies (3)
  - 662 Jurisprudence (3)
  - 663 Antitrust Law (3)
  - 664 Administrative Law (3)
  - 665 Securities Regulation (2–3)
  - 666 Admiralty (3)
  - 667 Copyrights (3)
  - 668 Land Use Law (2–3)
  - 669 Water Resources Law (3)
  - 670 Public Land Law (3)
  - 671 International Law (2–3)
  - 673 Legal Writing (1-3R)
  - 676 Environment and Energy (3)
  - 677 Law of the Sea (2)
  - 678 Indian Law (3)
  - 679 Ocean and Coastal Law (3)
  - 680, 681 Federal Income Tax I, II (3, 3)
  - 682 Estate and Gift Taxes (2)
  - 683 Estate Planning (3)
  - 684, 685 Criminal Procedure I, II (3, 3)
  - 686 Environment and Pollution (3)

- **Professional Writing, Research, and Seminars**
  - 601 Research (1–16R)
  - 605 Reading and Conference: Term Subject (1–16R)
  - 610 Law Courses for Nonlaw Students (1–15R) Open-ended course number for translating 600-level School of Law semester credits to term credits on academic records of nonlaw students.

- **Clinical Experience and Practice Skills Programs**
  - 704 Internship: Term Subject (1–12R)
  - 707 Seminar: Term Subject (1–5R) Recent topics include Advanced Appellate Advocacy, International Law Moot Court Team Workshop, Journal of Environmental Law and Litigation, Oregon Law Review, Legislative Issues Workshop, Moot Court Board, Moot Court National Team Workshop, and Trial Practice Laboratory.
The School of Music began as the Department of Music in 1886. It became the School of Music in 1900 and was admitted to the National Association of Schools of Music in 1928. The standards of the school are in accordance with those of the association.

The primary aims of the school are to help students prepare for a variety of professions in music, to provide nonmajors with elective studies that can enhance their understanding and enjoyment of music, and to provide the community with a rich diversity of musical experience.

In July 1991 the Department of Dance transferred from the College of Human Development and Performance to the School of Music. The dance department oversees its own curriculum, class schedule, and academic programs.

DANCE
161 Gerlinger Annex
Telephone (503) 346-3386
Jenifer P. Craig, Department Head

FACULTY
Susan Zadoff, senior instructor (classical ballet technique and staging, dance in musical theater). Ballet Russe de Monte Carlo. (1976)

Emeriti
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

The primary aim of the Department of Dance is to enrich the lives of majors, nonmajors, and the Oregon community with diverse dance experiences. Study in dance as an academic discipline integrates inquiry and theory to develop skills in observation, problem solving, and evaluation. Dance is explored as an art form and as one of the humanities within a liberal arts education. In addition to the academic components, dance majors and minors experience the rigorous professional discipline that is inherent in studio (DAN) classes. The department emphasizes modern dance with a strong supporting area in ballet. Students may choose from such techniques as jazz, tap, folk, character ballet, improvisation, and ballroom.

Regardless of a student's career goals, education in dance at the University of Oregon provides the opportunity to develop self-discipline and motivation, intellectual curiosity, open-minded thinking, and creative imagination. These attributes are essential not only for a successful career but also for experiencing a fulfilling life as a citizen in the twenty-first century.

Auditions for Majors and Minors
Students who want to enroll in professional dance (DAN) technique courses must audition to determine their correct placement level. Auditions are conducted each term in a placement class held by faculty adjudicators who observe and place students according to their knowledge and skill level. Placement classes are held the week before classes begin and during spring term. Entering freshmen planning to attend IntroDUCKtion in July should attend the spring term audition. Incoming students registering in the fall should attend the auditions during New Student Week. Students who want to enter professional-level (DAN) technique courses winter or spring terms should request a placement audition. More information is available from faculty members. Write or call the department office for dates of auditions.

Dance Program for Nonmajors
A variety of dance experiences is provided to nonmajors for enjoyment and enrichment through the dance service (DANC) program. Auditions are not necessary to enroll in these courses. Lower-division courses generally offer beginning or elementary instruction; upper-division courses provide intermediate and advanced instruction. These courses may each be repeated once for credit. Each level should be taken twice before advancing to the next level. A maximum of 12 credits in DANC courses may be applied to the total number of credits required for a bachelor's degree.

These courses are also available without credit to matriculated university students through the NCS (noncredit student) program and to members of the community through community dance. In each case, a modest instructional fee is assessed by the Department of Dance. Information about course availability and fees may be obtained in the department office, 161 Gerlinger Annex.
Facilities
The university provides three dance studios and one gymnasium for classes and special activities in dance. Each studio has a piano; each teaching facility has a complete sound system. In addition to serving as classrooms and rehearsal spaces, the studios in Gerlinger Annex convert into the M. Frances Dougherty Dance Theatre, which has lighting and stage equipment for concert productions and seats 250 people.

Performing Opportunities
Dance Oregon! A student organization partially funded by the Associated Students of the University of Oregon, Dance Oregon! is headed by a steering committee composed of students interested in dance. A student administrative assistant and an executive board provide managerial, artistic, and technical support and guidance for its production activities. These include concerts and informal showings choreographed and directed by students. Dance Oregon! brings professional guest artists in modern dance, ballet, ethnic, and tap dance to campus each year to give concerts and teach master classes.

Dance Companies. Concert Dance Theatre is a repertory company that performs works by faculty and guest artists. It offers performing opportunities to advanced students in modern, ballet, jazz, and tap dance. A second repertory company, the Oregon Ethic Dance Theatre, specializes in ethnic, character ballet, and social and historical dance performance. Membership is open to all university students by audition and carries academic credit. On-campus concerts are held each year in both Robinson Theatre and Dougherty Dance Theatre. The concert in Robinson Theatre is coproduced by University Theatre as part of its Main Stage season. The companies tour throughout Oregon and the Northwest to present concert performances as well as master classes and lecture-demonstrations for public schools, colleges, universities, dance organizations, and community concert series.

Additional Dance Opportunities. Advanced dance students can earn practicum credit in dance choreography and workshop credit for performance in student choreography. Through this program, a student may audition a dance for performance in student concerts or gain experience in performance, teaching, lighting, costuming, make-up, management of productions, or a combination of these. The Jazz Dance Line, a cooperative project of the UO Marching Band and the dance department, performs at athletic and recreational events. Musical theater productions in Robinson Theatre provide performance opportunities incorporating acting, singing, and dancing. These activities also carry academic credit.

Honor Society and Scholarships
Pi Delta, the University of Oregon’s chapter of Phi Beta, is a professional fraternity for the creative and performing arts. Membership in the collegiate category is open to majors and minors in dance. Pi Delta also has active alumni and patron memberships that award yearly scholarships to talented performers or choreographers. Applicants for the scholarships must be upper-division undergraduate majors or minors who have been at the university for at least a year. A third award, The C’est Moi scholarship, given in honor of Associate Professor Emerita Linda S. Heroin, is open to any qualified undergraduate or graduate dance student. Preference is given to applicants interested in folk or ethnic dance. The application deadline for these awards is April 1.

Fees
All majors in the School of Music pay a term fee of $25. In the Department of Dance, this fee helps to pay expenses associated with dance studio activities, such as class accompaniment and unusually demanding maintenance of the facilities and studio theater. This fee exempts dance majors from paying the per course fee for DANC courses when they are taken for credit. Dance minors are not assessed the School of Music fee and are not exempt from DANC course fees.

UNDERGRADUATE STUDIES
The Department of Dance offers curricula leading to the bachelor of arts (B.A.) or bachelor of science (B.S.) degree. The goal of the department is to provide comprehensive dance training within the liberal-arts framework of the university. The serious study of dance involves intellectual, artistic, and physical development. The Department of Dance emphasizes all three areas of growth, a commitment made possible by the breadth of its curricular offerings and the depth of faculty expertise. Faculties and school of dance become integrated with the arts, and the arts curriculum integrates dance as a core discipline. Students interested in dance must be able to function as both the performer and critic. They must be able to analyze, interpret, and communicate dance performance in a way that conveys to others a sense of the art form and the cultural context in which it exists.

Goals for the Undergraduate Dance Major
1. Explore the field of dance from a liberal-arts perspective
2. Explore disciplined technique and creative processes involved in the artistry of dance
3. Formulate an intellectual understanding of the historical, philosophical, and culturally significant aspects of dance
4. Develop a working knowledge of dance science and how it relates to and enhances the dance experience
5. Develop an understanding of dance as a unique art form in conjunction with its relationship to other art forms and disciplines
6. Develop an educational level of competence in performance, creative, and theoretical aspects of dance as a professional goal

Preparation. High school students planning to major in dance should include preparation in music, drama, art, and dance. Additional studies in personal health and biology are strongly recommended.

Students transferring as dance majors following two years of college work elsewhere should have completed two terms of college-level English composition and courses in, basic music theory, and modern dance and ballet technique.

Careers. Career opportunities include performing in regional dance companies and teaching in universities, colleges, community centers, fitness centers, and private studios. Additional studies in technical theater, management, dance research and writing, and review offer alternatives to performance and creative work.

Admission
Students eligible for admission to the university should apply to be admitted as dance majors. Entering freshmen should have a basic knowledge of music as well as experience in ballet, folk, or modern dance techniques. Students transferring from two-year colleges must have a 2.75 cumulative grade point average (GPA); in addition, they should have met the university’s English composition requirement and completed a majority of the university’s group requirements. The 2.75 GPA includes all graded credits and pass/no pass (P/N) courses for which a student received an N. Any deficiencies in lower-division dance courses must be met either by proficiency examination or by completion of these core courses at the first opportunity. During their first four terms, freshmen and transfer students must pass Fundamentals of Rhythm (DAN 252) and Looking at Dance (DAN 251) to be eligible to continue in professional technique courses.

The faculty reviews each student for continuation as a dance major upon completion of the following requirements:
1. Passing DAN 251 and 252 with grades of C- or better
2. Passing with grades of mid-B or better the ballet and modern technique courses (DAN or DANC) in which the student was placed upon entry into the program

If, upon auditioning for placement in modern and ballet technique, a student is placed above the DAN 292 level in any of these idioms, course requirements at a lower level of technique are waived.

All courses required for a dance major or minor must be taken for letter grades when that option is available. Each graded course must be passed with a grade of C- or better. A grade of P must be earned in courses designated pass/no pass (P/N) only. The P/N option should be exercised sparingly by students who plan to pursue a graduate degree in dance.

Satisfactory progress toward the degree must be maintained. Progress is monitored every term by faculty advisers. Students who receive grades of D or F or marks of W (withdraw) or I (incomplete) in courses required for the major are placed on probation for up to a year. During this time, the course or courses must be repeated for passing grades. If the student fails to make satisfactory progress, that student is dropped from the major.
The lower-division breadth courses should be the breadth requirement in dance technique electives. University requirements and 24 credits. Electives 24 credits. University requirements and electives to complete 86 credits.

The breadth requirement in dance technique is fulfilled by completing ethnic, ballet, tap or jazz, and character ballet or historical dance. The lower-division breadth courses should be completed by the end of the sophomore year. Students with experience in any of these forms should enroll in the highest level that reflects their competence in each idiom. Decisions about the appropriate level are made in consultation with an adviser.

The technical requirements for ballet and modern are (1) dance majors must enroll in a ballet or modern technique class every term that they are in the program, (2) the minimum competency for graduation is DAN 292 for two terms of ballet and three terms of modern, and (3) during the last three terms before graduation, each major must complete DAN 292 or higher in either ballet or modern with minimum grades of B-.

Required apprenticeships, performances, and senior projects can be satisfied in a variety of ways. Through consultation students and their advisers choose options for these requirements that allow the students to pursue personal interests.

With approval from their faculty advisor, dance majors can focus their 24 credits of elective work in one of three ways: (1) by completing an established minor or double major, (2) by concentrating on an area of emphasis within dance, or (3) by integrated interdisciplinary study.

University requirements for the B.A. and B.S. degrees are explained in the Registration and Academic Policies section of this bulletin.

Certification Prerequisite

Three requirements for the dance major are also prerequisites for admission to the Certified Movement Analyst (CMA™) program in Seattle and New York. These courses, approved by the Laban-Bartenieff Institute of Movement Studies, are Body Fundamentals (DAN 256), Intermediate Movement Notation (DAN 342), and Dance Kinesiology (DAN 360).

Honors College Degree in Dance

See the Honors College section of this bulletin for specific honors college requirements. Departmental requirements for dance majors enrolled in the Clark Honors College include (1) 6 credits of independent study in choreography, ethnology, notation, or technical production leading to the senior honors thesis; and (2) either a choreography (minimum of ten minutes) with written description and discussion or an honors essay on a selected research topic.

Minor in Dance

The dance minor is available to undergraduate students who want to combine an interest in dance with a degree in another major. Dance studies can complement degrees in such fields as journalism, architecture, music, theater arts, art history, and psychology. The minor allows students flexibility in constructing a program of courses that enhances the major. Students must take a placement audition class before enrolling in a technique course at the DAN level. See Auditions for Majors and Minors in this section of the bulletin.

The dance minor requires at least 3 credits including the 13-credit core and at least 9 credits of dance technique and 9 credits of elective course work in the humanities-science and studio-theory areas (3 credits must be taken in each of these areas). The 31 credits must include at least 15 upper-division credits. The core courses must be taken for letter grades and passed with grades of C- or better. Electives may be taken pass/no pass (P/N), but students are encouraged to take them for letter grades. Core requirements must be completed by the end of the second year in the program. A list of courses that satisfy the area requirement is available in the dance department office.

Advising. Students are encouraged to develop a close, communicative relationship with a dance adviser. Each student must plan a program of elective courses with the help of an assigned adviser who monitors the student's progress through the minor program, ensuring completion of the necessary requirements in the most beneficial order. An adviser's signature is required to enroll in open-ended courses (401, 405, 4066, 407, 409, 410).

Program Requirements 31 credits

Core 13 credits

Looking at Dance (DAN 251) ................. 3
Fundamentals of Rhythm (DAN 252) ........ 3
Dance Production (DAN 255) ................. 3
Body Fundamentals (DAN 256) .............. 3
Workshop: Dance Production (DAN 408) ... 1

Dance Technique 9 credits

Electives in the Humanities-Sciences and Studio-Theory Areas 9 credits

GRADUATE STUDIES

Both master of science (M.S.) and master of arts (M.A.) degrees in dance are available. Full-time students with adequate undergraduate preparation can complete a master's degree program in two years if their area of specialization is designated during the first year. Graduate students who enter with deficiencies or whose undergraduate work does not include a thesis or final student project typically take more than two years to complete a master's degree.

Admission

Students seeking admission to a master's degree program must obtain an application packet from the Department of Dance. An official transcript of the student's college record must be submitted with the application. Application for enrollment is open to anyone who has graduated from an accredited college or university and has a 3.0 cumulative undergraduate GPA. In addition, all applicants must submit three letters of recommendation, an up-to-date vita, and a statement of purpose explaining why they intend to pursue graduate studies in dance at the UO.

International students whose native language is not English must submit scores of at least 550 on the Test of English as a Foreign Language (TOEFL). A student with a GPA below 3.00 may be admitted upon review of credentials. Students admitted to the graduate program must audition for placement in technique classes prior to their first term of enrollment. Auditions are held each spring and during New Student Week. Dates of these auditions are available in the department office. Adequate undergraduate preparation in dance theory and technique is required for admission to graduate programs in dance. Applicants with undergraduate deficiencies may be admitted as postbaccalaureate students until the necessary courses are completed.

Deficiencies may also be made up by (1) passing proficiency examinations provided by the department; (2) presenting evidence of acceptable practical professional experience, or (3) demonstrating ability on videotape or in person for faculty review. All deficiencies should be corrected at the first opportunity after entering the program.
Graduate Awards. A limited number of graduate teaching fellowships (GTFs) are available. Applications are available from the department office. Applicants must submit a half-inch VHS videotape demonstrating their skills in at least two dance idioms (i.e., African, ballet, ballroom, contact improvisation, ethnic folk, jazz, and tap). Applications are reviewed beginning March 15, and positions are filled as quickly as possible.

Master's Degrees
For information about master's programs in dance see the UO Graduate Bulletin.

DANCE SERVICE COURSES (DANC)
Not all courses can be offered every year. A list of courses offered each term is in the current UO Schedule of Classes. Each course requires a laboratory fee.


199 Special Studies: [Term Subject] (1–3R)


399 Special Studies: [Term Subject] (1–4R)

DANCE PROFESSIONAL COURSES (DAN)
Not all courses can be offered every year. A list of courses offered each term is in the current UO Schedule of Classes.


192 Dance Laboratory (2R) Elementary techniques in ballet, pointe, modern, character jazz, and tap. For dance majors and minors. Prereq: audition prior to registration. R for maximum of 6 credits in any one idiom.

198 Workshop: [Term Subject] (1–2R) Recent topics include Performance, Production Experience, Repertory.

199 Special Studies: [Term Subject] (1–3R) A recent topic is Expressive Movement for Theater.

200 Innovative Education: [Term Subject] (1–3R)

251 Looking at Dance (3) Overview of dance as a cultural and aesthetic experience. Examines its meaning and impact on contemporary American society.

252 Fundamentals of Rhythm (3) Fundamentals of music with emphasis on musical style and rhythmic structure. Stolet.

255 Dance Production (3) Introduction to production planning, management, lighting, design, costuming, and publicity for the dance concert. Craig.

256 Body Fundamentals (3) How basic movement patterns are related to anatomical structure. Introduces Barteneff Fundamentals and Ideokinesis, Barteneff's Correctives, and Sweigard's ideokinetic facilitation with a view to prevention and care of injuries. Barr.

292 Dance Laboratory (2R) Dance technique in ballet, pointe, modern, character jazz, and tap. For dance majors and minors. Prereq: DAN 192 or audition prior to registration. R for maximum of 6 credits in any one idiom.

301 Dance and Folk Culture (3) Investigation of origins, meanings, and development of dance culture and related folk arts in selected regions and countries of the world. Arkin.

302 Dance in Asia (3) History, aesthetics, structure, and content of selected dance forms of India, Cambodia, Thailand, Bali, China, and Japan. Investigates expressiveness and movement choice in cultural contexts. Descutner.

341 Movement Notation (3S) Introduction to Labanotation, the process of recording movement. Concepts of spatial and temporal analysis, conversion into graphic symbols, and reconstruction into movement from Labanotated scores. S with DAN 342. Prereq: DAN 252. Barr, Descutner.

342 Intermediate Movement Notation (3S) Theory and application of intermediate principles of Labanotation. Investigates concepts of Labanalysis, a system that describes the qualities of space and motion in movement. S with DAN 341. Barr, Descutner.


352 Dance Composition II (3S) Compositional forms and styles in dance. Structural forms derived from music, fine arts, poetry, theater. S with DAN 351.


357 Dance in Musical Theater (3) Basic movement vocabulary needed for musical theater and opera; historical development; staging, choreography, and performance. Open to nonmajors. Prereq: previous dance experience and instructor's consent. Zadoff.

358 Music for Dancers (3) Survey of musical form, style, and expressive content. The relationship of instrumentation, melodic development, tonality, and rhythmic structure to choreographic form and style. Prereq: DAN 252 or instructor's consent. Stolet.


360 Dance Kinesiology (3) Applications of anatomical, muscular, and motor control information to dance training and injury prevention. Prereq: BI 311. Chatiﬁeld.

392 Dance Laboratory (2R) Intermediate dance techniques in ballet, modern, jazz, and pointe. For dance majors and minors. Prereq: audition prior to registration.

400 Innovative Education: [Term Subject] (1–3R)

403 Thesis (1–21R)

405 Reading and Conference: [Term Subject] (1–21R)

406 Special Problems (1–21R)

407/507 Seminar: [Term Subject] (1–5R) Recent topics include Dance Accompaniment, Dance Careers, Dance in Literature and the Arts, Japanese Dance. R when topic changes.

408/508 Workshop: [Term Subject] (1–21R) Topics include production, rehearsal, and performance of ballet, ethnic, jazz, modern, and tap dance in repertory companies, musicals, and student choreographies. Prereq: audition for performance experiences, DAN 255 for production.

409 Practicum: [Term Subject] (1–21R) Current topics are Choreography and Stage Management.

410/510 Experimental Course: [Term Subject] (1–5R) Current topics include Neuro-muscular Concerns of Dance, Notation Reconstruction.

452/552 Dance Cultures of the World (3) How function, form, movement, performers, and expressive content of dance communicate world views of selected tribal dance cultures. Open to nonmajors. Descutner.

453/553 Ballet from the Courts to Balanchine (3) Social and theater dance forms of Western cultures from the Middle Ages through 18th-century ballet into the era of contemporary art. Open to nonmajors. Prereq: DAN 251. Arkin. Offered 1992–93 and alternate years.


491/591 Teaching Dance (3) Helps prepare the dance major to apprentice teach in a university dance class. Application of teaching theories, course planning methods, teaching resources and techniques. Prereq: junior standing, DAN 292; coreq: DAN 407/507 Dance Accompaniment. Barr, Craig, Descutner.

492 Dance Apprenticeship (2R) Directed activities related to the teaching of dance; selection of materials, class organization and management; student teaching in a university dance class. For dance majors and minors. Prereq: DAN 491/591.

493/593 Administration of Dance in Education (3) Organization and administration of a dance program in colleges and universities. Prereq: DAN 491/591 or instructor's consent. Chatfield, Craig. Offered 1992–93 and alternate years.

503 Thesis (1–16R) P/N only

601 Research (1–16R) P/N only

602 Supervised College Teaching (1–5R)

605 Reading and Conference: [Term Subject] (1–16R)

606 Special Problems (1–16R) Topics include Formal Compositional Structure and Solo Composition. Limited by faculty work load and availability.

607 Seminar: [Term Subject] (1–5R) Current topics include Choreographic Analysis and Criticism, Dance Research, Movement Analysis, Movement Patternning.

608 Workshop: [Term Subject] (1–16R) Topics include Performance, Production, Rehearsal. R for maximum of 6 credits.

609 Practicum: [Term Subject] (1–16R) Current topics include Choreography and Production Management Design.

610 Experimental Course: [Term Subject] (1–5R)

693 Aesthetic Bases for Dance in Art and Education (3) Dance as an art form; function of the dance in the changing social milieu; elements of dance criticism. Craig.

MUSIC

150 Music Building Telephone (503) 346-3761

Anne Dhu Shapiro, Dean

FACULTY

Adjunct and Courtesy
Emeriti
Exine Anderson Bailey, professor emerita (voice, pedagogy). B.S., 1944, Minnesota; M.A., 1945, professional diploma, 1951, Columbia. (1951)
George Hopkins, professor emeritus (piano). Teacher's certificate, 1918, Pueblo Conservatory; B.A., 1921, Oregon. (1919)
GENErAL INFORMATION
The School of Music is housed in a building complex of five units, two completed in 1978. These units include Beall Concert Hall, seating 550 people; separate band, choir, and orchestra rehearsal rooms with support facilities; more than sixty-five practice rooms; a small recital hall; studio offices, classrooms, and seminar rooms.
The University of Oregon Library music collection includes complete works, periodicals, recordings, and a large collection of books and scores. The music collection is supported by gifts from Phi Beta and Mu Phi Epsilon and a bequest from the late Matthew H. Douglass, former university librarian. Through acquisitions under the Farmington plan, the library has a particularly strong and growing collection of contemporary international books on music.
Seven pipe organs are housed within the School of Music facilities, including the nationally recognized organ by Jurgen Ahrend of East Friesland, Germany—a concert instrument unique in America, and other tracker organs by Fentrop, Schlicke, and Olympic. Two of the four harpsichords available for student use are French doubles by William Dowd. The School of Music maintains an electronic music studio that is available to qualified students. The studio contains both analog and digital synthesizers, computer-driven MIDI equipment, and multitrack recording facilities. The university owns an extensive collection of orchestral and band instruments and a distinctive collection of ethnic instruments and reproductions of early musical instruments.
The Music Building houses the Laboratory for Technology in Music Instruction, a state-of-the-art laboratory for computer-assisted instruction, music typesetting, and composition. The laboratory contains microcomputers with a digital-audio converter (DAC) and synthesizer-generated sound for drill, practice, and tutorials; pitch- and rhythm-tracking equipment for performance evaluation; and a desktop publishing work station capable of running the latest music composition and printing software.
Concerts and Recitals
More than 250 concerts and recitals are presented on campus throughout the year by visiting artists, members of the School of Music faculty (Faculty Artist Series), and advanced music students. Other regularly scheduled concerts include performances by artists of international fame sponsored by the University Music Society, the Committee for Musical Arts, and the Chamber Music Society. The School of Music has also conducted the annual Oregon Bach Festival during a two-week period in late June and early July for the past twenty-three years. The festival, under the administrative direction of Professor H. Royce Saltzman and German conductor Helmuth Rilling, artistic director, combines an educational program in choral music for academic credit with the public offering of some thirty concerts. While the focus is on Bach, major choral and instrumental works by other composers are programmed regularly. Distinguished soloists from throughout the world are featured with the festival chorus and orchestra.
Honor Societies
The honorary music fraternity, Pi Kappa Lambda, and the professional music fraternities, Mu Phi Epsilon and Phi Beta, maintain chapters at the University of Oregon. There is also an active student chapter of the Music Educators National Conference.
Ensembles
The University Singers, University Women's Chorus, Chamber Choir, Contemporary Music Ensemble, Oregon Wind Ensemble, Oregon Percussion Ensemble, Oregon Marching Band, Symphonic Band, Oregon Basketball Band, University Symphony Orchestra, Brass Choir, Jazz Laboratory Bands, Vocal Jazz Ensembles, University Gospel Ensemble, Opera Workshop, Pacific Rim Gamelan, and numerous small chamber ensembles offer membership and performance opportunities to all qualified students on campus. Collegium Musicum, a vocal-instrumental group, provides opportunities for the study of medieval, Renaissance, and baroque music, using the school's collection of reproductions of Renaissance and baroque instruments. The repertory and activities of these ensembles complement school courses in analysis, history, and criticism.
Financial Aid
The following scholarships are available to music students. For additional details on financial aid, write to the Dean, School of Music, University of Oregon, Eugene OR 97403.
Ruth Lorraine Close Musical Fellowship (about $50,000 awarded annually to approximately twenty-five students for advanced study in music, with some awards reserved for students in harp and composition)
Carol Nelson Corbett Scholarship
Elizabeth Waddell Newman Memorial Scholarship
Lawrence Maves Scholarship
Linda Jean Moore Scholarship
Maud Denimore Memorial Scholarship
Women's Choral Society Scholarship
Mu Phi Epsilon Scholarships
Oregon Tuba Association Scholarship
Paul Clarke Stouffer Scholarships
Phi Beta Scholarships
Presser Foundation Scholarship
Sarah L. Hewett Memorial Scholarship
Whitfield Memorial Scholarships
Wilhelmina Bramlett Scholarship
William T. McConnell Memorial Scholarship
Women's Choral Society Scholarship
Participating
Leslie K. Bennett, library
Public School Teaching Certification
Teacher certification at the University of Oregon requires a bachelor's degree and completion of a five-year teacher education program. This intense four-term program combines an academic year of clinical experience in the public schools with supporting course work at the university. During the first two terms, students spend an increasing amount of time in public school settings; in the third term they are full-time student teachers. The fourth term is spent in course work that builds on the activities and experiences of a year's contact with public school students.

Students may obtain more information from music-education advisers and staff members in the College of Education's Office of Student Support Services, 117 Education Building.

Fees

<table>
<thead>
<tr>
<th>Studio Instruction (per credit, per term)</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guitar lessons ..................................................</td>
<td>$57.50</td>
</tr>
<tr>
<td>All other lessons ..............................................</td>
<td>$47.50</td>
</tr>
</tbody>
</table>

Students must register for at least 2 credits of performance study. The number of lessons a term is determined in consultation with the instructor. Typically, it is one less than the number of weeks of instruction in the term.

Exemptions

Music majors, provided the instruction is a degree requirement as primary performance study at the 170 level or above

Music majors, provided the instruction is a degree requirement as secondary performance study at the 170 level or above, and provided faculty teaching loads permit

Music majors in class piano instruction, provided it is to develop the proficiency required by the student's degree program

Guitar students are not exempt from studio-instruction fees.

Other Fees (per term)

| Nonmajors' access to practice rooms | 25  |
| Access to locked grand-piano practice room | 5  |
| Rental of university instrument when enrolled in performance studies (MUP) courses | 25  |
| Summer-session rental of instrument for performance studies | 25  |
| Instrument rental when enrolled in ensembles | 10  |
| Instrument rental when enrolled in technique classes | 25  |
| Short-term instrument rental (per week) | 10  |
| Perusal-studies instrument fee | 10  |
| Use of electronic studio | 10  |
| Use of organs and harpsichords | 10  |
| Music-education course fee | 10  |

Performance Studies

All courses in performance studies are listed with the MUP prefix. These courses are in two general categories:

Preparatory instruction (MUP 100-162, 231-233). Fee required


Degree requirements for performance studies are usually defined in terms of studio instruction. (See fees listed above for studio instruction.) Enrollment in any performance studies sequence must be preceded by an audition. Auditions are conducted to establish details (e.g., level, credits) for registration. Auditions also precede advancement from one level to another.

Studio instruction carries 2-4 credits a term. Students giving recitals must be enrolled in performance studies and in Reading and Conference (MUS 405 or 609) during the term of the recital. The number of credits, up to 4, for the Reading and Conference is determined by the instructor. Prerecital auditions are required to evaluate the student's readiness for public performance. After the recital, a faculty evaluation is required. If approval is given the recital is then formally acknowledged as a fulfilled degree requirement.

Enrollment in studio instruction is sometimes limited because of faculty teaching loads. Under such circumstances, priority is given to continuing music majors. For those who cannot be assigned a faculty teacher initially, studio instruction for credit at extra cost can be arranged with other teachers.

Details concerning levels, repertory, and other matters are available upon request.

General Procedures and Policies

Students are responsible for knowing about degree requirements and university and School of Music procedures and policies. This information is found in several sections of this bulletin, including General Information, earlier in the School of Music section. See also Registration and Academic Policies and Graduate School.

UNDERGRADUATE STUDIES

Nonmajors

<table>
<thead>
<tr>
<th>Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Music (MUS 125) .........................</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Music and Its Literature (MUS 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>Music in World Cultures (MUS 258)</td>
<td>6</td>
</tr>
<tr>
<td>The Music of Bach and Handel (MUS 351)</td>
<td>6</td>
</tr>
<tr>
<td>The Classic Symphony and Sonata (MUS 352)</td>
<td>6</td>
</tr>
<tr>
<td>Survey of Opera (MUS 353)</td>
<td>6</td>
</tr>
<tr>
<td>Introduction to 20th-Century Music (MUS 354)</td>
<td>6</td>
</tr>
</tbody>
</table>

Performance Studies for Music Minors

<table>
<thead>
<tr>
<th>Performance Studies for Music Minors</th>
<th>2-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor in Music Education: Elementary Education

The minor in music requires 27-30 credits, of which at least 15 must be upper division. A minimum of 15 credits, including all performance-study and ensemble requirements, must be taken in residence. All courses applied to the minor must be graded C- or better. Credits are to be distributed as follows:

Course Requirements

<table>
<thead>
<tr>
<th>27-30 credits</th>
<th>12-15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core (choose A or B)</td>
<td></td>
</tr>
<tr>
<td>Option A: Basic Music (MUS 125)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Music and Its Literature (MUS 201, 202, 203)</td>
<td>9</td>
</tr>
<tr>
<td>Option B: Rudiments of Music Theory (MUS 126), Music Theory I (MUS 131, 132, 133), and Aural Skills I (MUS 134, 135, 136)</td>
<td>15</td>
</tr>
</tbody>
</table>

History and Literature

6 credits

At least two courses chosen from the following:

| History and Literature | 6 |
| Music in World Cultures (MUS 258) | 6 |
| History of Jazz (MUS 350), The Music of Bach and Handel (MUS 351), The Classic Symphony and Sonata (MUS 352), Survey of Opera (MUS 353), Introduction to 20th-Century Music (MUS 354) | 6 |

Performance

6 credits

Performance Studies for Music Minors

| Performance Studies for Music Minors | 2-4 |
| Electives | 3 |

Minor in Music Education: Elementary Education

The minor in music education: elementary education requires at least 15 credits in addition to the prerequisites. Before beginning the minor program, students must complete the listed prerequisites or pass waiver examinations. Nine credits may be transferred from another college or university at the discretion of the coordinator for the music education: elementary education minor. These credits must have been completed in the past seven years. Up to 6 credits in the minor program may be taken P/N (pass/no pass), grades of D or below can-
not be applied to the minor. At least 18 credits must be taken at the University of Oregon.

**Prerequisites**  
24 credits  
Music Theory I (MUS 131, 132, 133) ...............6  
Aural Skills I (MUS 134, 135, 136) ..........6  
Keyboard Skills I (MUS 137, 138, 139) ..........3  
Introduction to Music and Its Literature (MUS 201, 202, 203) ..........9

**Required Courses**  
10–11 credits  
Basic Performance Studies: Voice (MUP 103) ......2  
Classroom Instruments (MUE 425) ...............2  
Music for Early Childhood (MUE 428) ...........3  
Music in Special Education (MUE 429) ..........3  
Instrumental or choral ensemble .................1-2

**Electives**  
16-17 credits  
Choose from the following:  
Intermediate Performance Class Piano (MUP 231, 232, 233); General Music in the Middle School (MUE 413); Kodaly Center I (MUE 416); Orff-Schulwerk: Introduction, Level I, Level II (MUE 420, 421, 422); Children’s Choir (MUE 424); Classroom Management in Music (MUE 430); techniques courses or studio instruction in voice, piano, or another instrument; summer workshops in music education with minor coordinator’s consent .................................................16-17

**MUSIC MAJOR PROGRAMS**

**Bachelor’s Degrees Offered**

Bachelor of Arts (B.A.) in Music  
Bachelor of Science (B.S.) in Music  
Bachelor of Music (B.Mus.):  
Music Composition  
Music Education  
Music Education: Choral-General  
Music Education: Choral- Instrumental  
Music Education: Instrumental  
Music Merchandising (inactive)  
Music Performance: Instrumental  
Music Performance: Keyboard  
Music Performance: Percussion  
Music Performance: Voice  
Music Theory

The bachelor of arts in music is primarily for students wanting a broad liberal-arts education while majoring in music. The bachelor of science in music is appropriate for those wanting a broad education in the sciences or social sciences while majoring in music. Students who want strong preparation in music should work toward the bachelor of music degree.

**Admission**

To be admitted, applicants must demonstrate sufficient competence in a primary medium of performance. Auditions can be scheduled by correspondence. Dates for auditions, usually held winter term, are available in the undergraduate office of the School of Music. Details about repertoire and procedure are available on request. Applicants who are unable to arrange an on-campus audition may submit a tape recording. Applicants in composition must write to or call a member of the composition faculty. A placement examination is required of music majors prior to first-term registration. Eligibility for enrollment in the core courses Music Theory I (MUS 131, 132, 133) and Aural Skills I (MUS 134, 135, 136) or prescription of remedial courses is determined by this examination. A description of the examination’s content is available in the undergraduate office of the School of Music.

**Program Requirements**

**Ensemble Requirements**

Each degree requires a minimum number of terms of ensemble. Some degrees require participation in specific ensembles.

**Music Theory**  
Music majors and minors enrolled in studio instruction must be concurrently enrolled in a band, chorus, or orchestra, and they must audition for ensemble placement before each full term. Students entering winter and spring terms must audition at the time of enrollment. In making assignments faculty auditions committees and the performance instructors give priority to the University Symphony Orchestra, the University Singers, and the Oregon Wind Ensemble. Assignments take into account the student’s preference, level of ability, major performance medium, educational and musical needs, and the needs of the school’s ensembles. Exceptions may be considered by the ensemble performance studies committee after the student completes the following procedure:

1. Audition for the appropriate ensemble auditioning committee (choral or instrumental)
2. Complete the Ensemble Requirement Petition
3. Return the petition to the School of Music front desk

The petition is given to the chair of the ensemble performance studies committee and the student is notified of the action taken.

**General Requirements**

In addition to the general university requirements for bachelor’s degrees (see the Registration and Academic Policies section of this bulletin), all undergraduate degrees in music require the following:

**Core Courses**  
57 credits  
Music Theory I (MUS 131, 132, 133) ...............6  
Aural Skills I (MUS 134, 135, 136) ..........6  
Keyboard Skills I (MUS 137, 138, 139) ..........3  
History of Music I (MUS 161, 162, 163) ..........9  
Music Theory II (MUS 231, 232, 233) ..........6  
Aural Skills II (MUS 234, 235, 236) ..........6  
Keyboard Skills II (MUS 237, 238, 239) ..........3  
History of Music II (MUS 261) ...............26  
Analysis (MUS 324, 325, 326) ..........9  
Music majors must earn a C– or better in each of these courses.

Students are allowed two attempts to earn a grade of C– or better in any course required for a music degree. Failure to achieve this standard constitutes unsatisfactory progress toward the degree and may, after faculty committee review, cause probationary status or suspension from the major field.

Students are subject to the degree requirements stated in the general bulletin for the academic year of their admission to the School of Music. If there are subsequent changes in requirements, students may choose between the initial and the most recent set of requirements but not a combination of the two.

**Specific Degree Requirements**

In addition to general university requirements and the general requirements for all undergraduate music degrees, each undergraduate music degree has the following specific requirements. Detailed checklists for all degrees are available upon request.

**Bachelor of Arts**

B.A. in Music  
Studio instruction: at least three terms at the MUP 171 level or above  
Ensemble: at least six terms  
9 credits in either History of Western Art I, II, III (ART 204, 205, 206) or World Literature (ENG 107, 108, 109)

Senior project: a scholarly work, recital, or composition. If a recital is chosen, three terms of performance study at the MUP 300 level are required before the project is presented. Enroll in Reading and Conference (MUS 405); consult advisor for details and procedure

All B.A. degrees in music require proficiency in French, German, or Italian (see Registration and Academic Policies)

**Bachelor of Science**

B.S. in Music  
Studio instruction: at least three terms at the MUP 171 level or above  
Ensemble: at least six terms  
Senior project: a scholarly work, recital, or composition. If a recital is chosen, three terms of performance study at the MUP 300 level are required before the project is presented. Enroll in Reading and Conference (MUS 405); consult advisor for details and procedure

All B.S. degrees require competence in mathematics or computer science (see Registration and Academic Policies)

**Bachelor of Music**

B.Mus. in Music Composition  
Compositions I, II, III (MUS 240, 241, 242, 243, 244, 245, 246, 247, 248) ..........27  
Instrumental Conducting I (MUS 387, 388) ..........4  
Ensemble: at least nine terms  
Seminars: Composers’ Forum (MUS 407), three terms ........................................6  
Advanced Analysis (MUS 430, 431, 432) ..........6  
Counterpoint (MUS 433, 434, 435) ..........9  
Scoring for Voices and Instruments (MUS 439) ..........3  
Choose one course from: Seminar: Composition with Electronic Media (MUS 407), Workshop: Computer Applications (MUS 408), Synthesizer Techniques (MUS 443)  
Proficiency in piano at the MUP 271 level or proficiency in piano at the MUP 171 level and at the 100 level in another instrument or voice. A total of at least 121 music credits (MUS, MUP, MUE, MUI prefixes) including electives and required courses

Senior recital: a public performance of compositions written by the student under the guidance of the composition faculty

Final approval of the student’s recital and general qualifications by the composition faculty

B.Mus. in Music Education: Choral-General  
Studio instruction ...........................................18  
Piano emphasis. Competence in studio performance studies in piano, demonstrated by juried acceptance into the MUP 341 level, and completion of three terms of studio voice (MUP 170)
Voice emphasis. Competence in studio performance studies in voice, demonstrated by juried acceptance into the MUP 344 level, and completion of three terms of studio piano (MUP 141)

Ensemble: at least eleven terms

Fundamentals of Educational Psychology I (EPSY 212, 213) ........................................ 6

Foundations of Music Education (MUE 326) ........................................ 3

Choral Conducting I (MUS 384, 385) and Instrumental Conducting for Choral Majors (MUS 386) ........................................ 6

Voice Pedagogy (MUE 391) ........................................ 1

Instrumental Techniques (MUE 392), one term each in woodwinds, brass, and strings ........................................ 3

Practicum (MUE 409) ........................................ 3

Teaching Methods: Elementary Choral and General (MUE 412) ........................................ 3

Teaching Methods: Secondary Choral and General (MUE 413) ........................................ 3

Scoring for Voices and Instruments (MUS 439) ........................................ 2

Choral Materials for Schools (MUE 444) ........................................ 2

Piano proficiency: six terms of class piano or passing of a piano-proficiency examination

Completion of courses in the College of Education required for certification to teach in secondary schools

Minimum cumulative grade point average of 2.50; grades of C- or better in courses listed above; at least two terms in residence

Admission to the music education program requires faculty approval at the end of the sophomore year

B.Mus. in Music Education: Choral-Instrumental

Requirements for this degree are the same as those for either the instrumental or the choral-general program with the following exceptions:

Studio instruction: students must meet the performance requirements for both degree options

Ensemble: at least eleven terms including three in an instrumental ensemble and three in a choral ensemble

Choose three of the following: Teaching Methods: Instrumental (MUE 411), Teaching Methods: Elementary Choral and General (MUE 412), Teaching Methods: Secondary Choral and General (MUE 413), or Mixed Instrument Strategies (MUE 414) ........................................ 9

Instrumental techniques, to be determined in consultation with an advisor ........................................ 3-8

Admission to the music education program requires faculty approval at the end of the sophomore year

B.Mus. in Music Education: Instrumental

Studio instruction: 18 credits including 6 at the MUP 300 level or above (band or orchestral instrument only; piano, organ, recorder, harp, and guitar are not considered band or orchestral instruments) ........................................ 18

Ensemble: at least eleven terms (including two terms of marching band for woodwind, brass, and percussion specialists)

Fundamentals of Educational Psychology I (EPSY 212, 213) ........................................ 6

Foundations of Music Education (MUE 326) ........................................ 6

Instrumental Conducting I (MUS 387, 388), Choral Conducting for Instrumental Majors (MUS 389) ........................................ 6

Voice Pedagogy (MUE 391) ........................................ 1

Instrumental Techniques (MUE 392) ........................................ 1

Practicum (MUE 409) ........................................ 3

Teaching Methods: Instrumental (MUE 411), Teaching Methods: Elementary Choral and General (MUE 412), Mixed Instrument Strategies (MUE 414) ........................................ 9

Scoring for Voices and Instruments (MUS 439) ........................................ 3

Piano proficiency: six terms of class piano or passing of a piano-proficiency examination

Minimum cumulative grade point average of 2.50; grades of C- or better in courses listed above; at least two terms in residence

Admission to the music education program requires faculty approval at the end of the sophomore year

B.Mus. in Music Merchandising

The major program in music merchandising is inactive.

B.Mus. in Music Performance

Credits

Studio instruction: at least 36 credits including three terms at the MUP 400 level ........................................ 36

Ensemble: at least twelve terms

Chamber Ensemble (MUS 194 or 394): at least three terms. Percussionists may substitute Percussion Master Class (MUS 411)

Electives: at least 5 credits in upper-division MUS courses ........................................ 5

A total of at least 121 music credits including required and elective courses

Senior recital: enroll in Reading and Conference: Recital (MUS 405); consult studio teacher for details

Specialized majors are in music performance: voice, keyboard, instrumental, or percussion. Additional requirements for each major follow:

Voice. Proficiency in piano sight reading, transposing, accompanying; consult studio teacher for details

Proficiency in French, German, Italian; if all three, equivalent to completion of one college year in each; if two of the three, equivalent to two years in one language and one year in the other

Keyboard. Six of the twelve terms of ensemble must be in Chamber Ensemble (MUS 194, 394)

Piano Pedagogy I,II (MUE 471, 472), Practicum: MUE 409

Pre-recital auditions must be approved at least six weeks before the proposed recital date

Instrumental. Candidates majoring in music performance: instrumental with an emphasis on woodwinds are subject to special requirements; consult studio teacher for details and procedures

B.Mus. in Music Theory

Credits

Studio instruction: at least 18 credits including at least three terms at the MUP 200 level or above

Three terms of piano performance at the MUP 171 level with grades of C- or better or demonstrated proficiency at the MUP 271 level

Ensemble: at least twelve terms

Advanced Analysis (MUS 430, 431, 432) ........................................ 6

Counterpoint (MUS 433, 434, 435) ........................................ 9

Scoring for Voices and Instruments (MUS 439) ........................................ 3

Advanced Aural Skills (MUS 424) ........................................ 3

Advanced Keyboard Harmony (MUS 425) ........................................ 3

Synthesis: Techniques (MUE 443) ........................................ 3

Practicum (MUE 409) (three terms taken senior year) ........................................ 3

Choose 10 credits from:

Special Studies: Jazz and Commercial Theory (MUS 199), Composition I (MUS 240, 241, 242), Music in World Cultures (MUS 258), Aural Skills for Conductors (MUS 343), Choral Conducting I,II (MUS 384, 385), Score Reading (MUS 426, 427), Electronic Synthesizer Laboratory (MUS 444) ........................................ 10

A total of at least 121 music credits (MUS, MUP, MUE, MUP prefixes) including electives and required courses

It is strongly recommended that theory majors take College Composition I and III (WR 121 and 123) to fulfill the university writing requirement. Theory majors must also complete one term of Advanced Composition (WR 423)

Senior lecture-recital: enroll in Reading and Conference (MUS 405); consult adviser for details

Final approval of the student's lecture-recital and final requirements

GRADUATE STUDIES

Master's Degree Programs

Master's Degrees Offered

Master of Arts (M.A.)

Music Education (inactive)

Music Education: Choral-General

Music Education: Choral-Instrumental

Music Education: Instrumental

Music History

Music Theory

Master of Music (M.Mus.)

Music: Conducting

Music Composition

Music Education

Music Education: Choral-General

Music Education: Choral-Instrumental

Music Education: Instrumental

Music Performance: Instrumental

Music Performance: Keyboard

Music Performance: Percussion

Music Performance: Voice

Music: Piano Pedagogy

Admission

Applicants must satisfy general university, Graduate School, and School of Music requirements governing admission. See the Graduate School section of this bulletin for information about credits, residence, and transfer of graduate work taken elsewhere.

Send to the Director of Admissions, Graduate Admissions, University of Oregon, the original copy of a Graduate Admission Application, a $40 fee, and an official transcript showing receipt of a bachelor's degree.

Send the following materials to the Coordinator of Graduate Studies, School of Music, University of Oregon, Eugene OR 97403:

1. The four carbon copies of the Graduate Admission Application

2. A copy of transcripts of all previous undergraduate and graduate study

3. Three written recommendations, one from a primary-area faculty member

4. A statement of career goals including purpose and intent in earning a graduate degree

5. A recent sample of applicant's scholarly writing, such as a term paper

6. Supporting material related to the primary area of interest. Performance students: a tape, a repertoire list, and copies of programs from solo public performances; composers: musical scores and tapes, list of compositions, and copies of programs from performances of applicant's works; music education majors: copies of programs conducted; other music majors: copies of recent programs in which the applicant has participated
Following are additional admission requirements for each major or area of emphasis:

**Music: Choral Conducting.** Minimum of two years of successful conducting experience supported by letters of recommendation, tapes, and programs; piano-profficiency examination.

**Wind Ensemble Conducting.** Proficiency to enter Performance Studies (Studio Instruction): Piano (MUP 641). Students must also have two years' experience as a conductor and pass an audition of conducting skills.

**Music Composition.** Demonstration of substantial ability and technical skill in composition by submitting to the composition faculty scores and tapes of original works for large and small ensembles and evidence of a senior recital of the candidate's works. The candidate should arrange an interview with a member of the composition faculty, if possible, prior to the first term of graduate study.

**Performance and Music Literature.** Proficiency to enter Performance Studies (Studio Instruction) (MUP 670-694). Prospective voice specialists must also have piano proficiency in sight-reading and accompanying.

**Performance in Early Keyboard Instruments.** None.

**Performance in Woodwind or Brass Instruments.** Proficiency to enter Performance Studies (Studio Instruction) (MUP 681-690) in primary instrument. Proficiency to enter Performance Studies (Studio Instruction) (MUP 621-630) in secondary instruments.

**Piano Pedagogy.** Proficiency to enter Performance Studies (Studio Instruction): Piano (MUP 641).

**Entrance Examinations.**

All entering graduate students admitted into a master's degree program, either conditionally or unconditionally, are required to take entrance examinations in music theory and music history before their first term of enrollment. These examinations are given before the first day of classes each term. Students who do not pass the examinations (or portions of them) are required to complete prescribed courses by the end of their second term of enrollment. Entering graduate students in music education must pass a teaching-skills examination or complete courses prescribed by the music education committee.

**Program Requirements.**

Detailed information about School of Music graduate programs is found in the **Graduate Procedures and Policies** booklet, available in the graduate office of the School of Music.

**Ensemble Requirements.** Each degree requires a minimum number of terms of ensemble, and some require participation in specific ensembles. Students enrolled in studio instruction must be concurrently enrolled in a band, chorus, or orchestra, and they must audition for ensemble placement before each fall term. Students entering winter and spring terms audition at the time of enrollment. In making assignments a faculty auditioning committee and the performance instructors give priority to the University Symphony Orchestra, the University Singers, and the Oregon Wind Ensemble. Assignments take into account the student's preference, level of ability, major performance medium, educational and musical needs, and the needs of the school's ensembles. Exceptions may be considered by the ensemble performance studies committee after the student completes the following procedure:

1. Audition for the appropriate ensemble auditioning committee (choral or instrumental)
2. Complete the Ensemble Requirement Petition
3. Return the petition to the School of Music front desk

The petition is given to the chair of the ensemble performance studies committee and the student is notified of the action taken. Keyboard and guitar specialists may enroll in a chamber ensemble instead of a large conducted ensemble. Other students who are enrolled in a chamber ensemble must be concurrently enrolled in an assigned conducted ensemble.

**Degree Requirements.** A minimum of 50 percent of all degree requirements must be taken in 600- or 700-level courses. Degree candidates must give the coordinator of graduate studies a copy of the terminal project—written and audio or video recording—for the University Library archives. In addition to Graduate School requirements (see the Graduate School section of this bulletin) for master's degrees, each degree program listed below has the following specific requirements:

**Master of Arts in Music Education**

The M.A. degree program in music education is inactive.

**Master of Music in Music Education**

The M.A. degree program in music education is inactive.

**M.A. in Music History**

Research Methods in Music (MUS 611) ......................... 3
Studio instruction: at least three terms

Ensemble: at least three terms

Choose four of the following: Music in the Middle Ages (MUS 660), Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664), Music in the 20th Century (MUS 665) ......................... 12
A total of at least 9 credits in music history or theory seminars (MUS 507, 607) .......... 9
Electives in music history or theory or appropriate areas outside music; recommended courses are MUS 561-572, 643, 644, 689, or additional seminars (MUS 507, 607)
A total of at least 48 graduate credits

Thesis (MUS 503) ................................................... 6

Language requirement: reading proficiency in a foreign language (usually German), demonstrated by two years of successful undergraduate study or by passing an examination. Language courses taken to satisfy this requirement do not count toward the 48 total credits

Completion requirements: an oral examination reviewing the thesis and degree course work

**Wind Ensemble Emphasis**

Advanced Conducting (MUS 564) .......................... 6
Studio instruction: at least three terms of voice or ensemble: at least three terms of wind ensemble research methods in music (MUS 611) ................. 3
A total of at least 6 credits in music history selected from MUS 661-665 ................. 6
Electives selected from Scoring for Voices and Instruments (MUS 539), Advanced Pedagogy: Voice (MUE 591), Performance Practices before 1800 (MUS 689), Collegium Musicum (MUS 691)
Three consecutive terms in residence, excluding summer sessions

A total of at least 4 graduate credits

Completion requirements: conduct at least two public performances of choral ensembles (faculty approval required), final oral examination that includes coverage of degree course work

**Master of Music in Conducting**

**M.Mus. in Conducting**

Choral Emphasis

Advanced Choral Conducting (MUS 585), Seminar: Advanced Choral Analysis (MUS 607), Seminar: Advanced Choral Performance (MUS 607) ......................... 7-11
Advanced Instrumental Conducting (MUS 586) ........ 3
Reading and Conference: Choral Literature (MUS 605) ......................... 9
Practicum: Advanced Choral Conducting (MUE 609) ......................... 6
Studio instruction: at least three terms of voice or ensemble: at least three terms of wind ensemble research methods in music (MUS 611) ................. 3
A total of at least 6 credits in music history selected from MUS 661-665 ................. 6
Electives selected from Scoring for Voices and Instruments (MUS 539), Advanced Pedagogy: Voice (MUE 591), Performance Practices before 1800 (MUS 689), Collegium Musicum (MUS 691)
Three consecutive terms in residence, excluding summer sessions

A total of at least 4 graduate credits

Completion requirements: conduct at least two public performances of choral ensembles (faculty approval required), final oral examination that includes coverage of degree course work

**Practicum: Advanced Choral Conducting (MUE 609) ......................... 6
Studio instruction: at least three terms of voice or ensemble: at least three terms of wind ensemble research methods in music (MUS 611) ................. 3
A total of at least 6 credits in music history selected from MUS 661-665 ................. 6
Electives selected from Scoring for Voices and Instruments (MUS 539), Advanced Pedagogy: Voice (MUE 591), Performance Practices before 1800 (MUS 689), Collegium Musicum (MUS 691)
Three consecutive terms in residence, excluding summer sessions

A total of at least 4 graduate credits

Completion requirements: conduct at least two public performances of choral ensembles (faculty approval required), final oral examination that includes coverage of degree course work
Electives in the area of emphasis, chosen with adviser, at the 500 level or above ........................................ 12

Completion requirements: academic year in residence, final oral examination that includes coverage of degree course work, juried rehearsal, juried conducting performance, and research paper dealing with some aspect of wind ensemble conducting

M.Mus. in Music Composition

Electives (chosen with adviser) within or outside the School of Music at the 500 level or above to complete at least 48 graduate credits

Credits as needed in expository writing

Completion requirements: choose one of the following options:

- 9 credits in Thesis (MUS 503) and oral examination or a major project (2-4 credits) and oral examination or a recital (if studio instruction is MUP 641-662 level, or above) and oral examination. The oral examination in each option includes coverage of degree course work

M.Mus. in Music Performance

Specialized majors are in music performance: instrumental, keyboard, percussion, or voice.

Options are available in piano, harp, harpichord, organ, voice, harp, violin, cello, string bass, oboe, flute, clarinet, bassoon, trumpet, trombone, horn, tuba, saxophone, and percussion.

Credits

Research Methods in Music (MUS 611) ................................................. 3

Performance Studies (Studio Instruction) (MUP 616-694) ........ 12

Seminars or courses in music history or literature at the 500 level or above .............. 12

Electives at the 500 level or above and chosen in consultation with the adviser ............... 17

A total of at least 48 graduate credits

A public recital

Completion requirements: a final oral examination with emphasis on history, literature, and pedagogy of the primary performance medium

Keyboards: Piano Literature (MUS 564, 565, 566)

Voice: Competence in Italian, French, and German equivalent to two years of college study in one language and one year of college study in each of the other two

Piano Accompanying Emphasis

Credits

Music history and literature (MUS 500 or above, excluding MUS 564, 565, 566) ................. 9

Lyric Diction (MUS 553, 556) ......................... 3

Music for Chamber Ensemble (MUS 561, 562, 563) or Reading and Conference: Music for Chamber Ensemble (MUS 605), one term, chosen in consultation with adviser ......................... 2

Solo Vocal Music (MUS 567, 568, 569), two terms, chosen in consultation with adviser .......... 4

Reading and Conference: Music for Chamber Ensemble Laboratory (MUS 605) ......................... 1

Research Methods in Music (MUS 611) ................................................. 3

Performance Studies (Studio Instruction): Piano Accompanying (MUP 670) ................. 9

Performance Studies (Studio Instruction): Piano (MUP 671) ................................................. 3

Chamber Ensemble (MUS 694) ......................... 4

A total of 9 credits selected from Advanced Keyboard Harmony (MUS 525); Score Reading (MUS 526, 527); Solo Vocal Music (MUS 567, 568, 569), one term beyond those listed above; Collegium Musica (MUS 691); Performance Studies: Harpsichord (MUP 642, 672, 742, or 772) at appropriate level; Band (MUS 695), Orchestra (MUS 696), Chorus (MUS 697); Opera Workshop (MUS 698) or Reading and Conference (MUS 605) as appropriate, with adviser’s approval ......................... 9

Proficiency in French, Italian, and German is strongly recommended

Final Demonstration: Two public recitals, each consisting of at least forty-five minutes of music. The recitals must include repertoire for keyboard with voice and with instruments, chosen in consultation with the student’s adviser (usually the student’s keyboard instructor). One of the recitals must include at least fifteen minutes of repertoire for solo piano.

Each recital must be given prior approval by at least three music faculty members, chosen in consultation with the advisor; at an audition to be held at least six weeks before the proposed performance.

Woodwind or Brass Instruments

Emphasis

Credits

Wind Instrument Music (MUS 577) ......................... 3

Advanced Pedagogy: Woodwind or Brass (MUE 591) ................. 3

Ensemble: at least three terms

Research Methods in Music (MUS 611) ......................... 3

Performance Studies (Studio Instruction) (MUP 616-693) in each secondary instrument ................. 3

Performance Studies (Studio Instruction) (MUP 681-690) in primary instrument ......................... 9

Seminars or courses in music history or literature at the 500 level or above ................. 12

Electives at the 500 level or above and chosen in consultation with the adviser ................. 8

A total of at least 48 graduate credits

Complete public recital of both solo and ensemble music on the primary instrument, and performance of a substantial composition on each of the two secondary instruments during a public student recital

Final oral examination with emphasis on woodwind or brass history, literature, and pedagogy

M.Mus. in Piano Pedagogy

Credits

Piano Literature (MUS 564, 565, 566) ......................... 9

Piano Pedagogy I: Fundamentals of Teaching (MUE 571) ................. 3

Piano Pedagogy II: Pre-Piano and Beginning Piano Study (MUE 572) concurrent with Practicum (MUE 609) ......................... 4

Piano Pedagogy III: Teaching Teenagers and Adults (MUE 573) ......................... 3

Advanced Pedagogy: Piano (MUE 591) ......................... 3

Studio instruction in piano: at least 12 credits at the MUP 641 level or above

Ensemble: at least three terms

A total of at least three terms of Practicum (MUE 609), 1 credit each term ......................... 9

Research Methods in Music (MUS 611) ......................... 3

Seminars or courses in music history or literature ......................... 6

Electives at the 500 level or above and chosen in consultation with the adviser ......................... 7

A total of at least 52 graduate credits

Project and short recital (at least thirty minutes of performing time)

Final oral examination that includes coverage of degree course work

DOCTORAL DEGREE PROGRAMS

Doctoral Degrees Offered

Doctor of Musical Arts (D.M.A.)

Music Composition

Music Education

Music Education: Choral-General (inactive)

Music Education: Choral-Instrumental (inactive)

Music Education: Instrumental (inactive)

Music History

Music Performance: Instrumental

Music Performance: Keyboard

Music Performance: Percussion

Music Performance: Voice

Music Theory
Doctor of Education (inactive) or Doctor of Philosophy (Ph.D.)

Music Education

Music Education: Choral-General (inactive)
Music Education: Choral-Instrumental (inactive)
Music Education: Instrumental (inactive)

Primary and supporting areas are offered in music composition, music education, music history, music performance, and music therapy. Supporting areas are also offered in choral conducting and wind ensemble conducting.

All doctoral candidates in music must complete one primary area and one supporting area. Additional details are available upon request from the School of Music office.

Admission

Conditional Admission

Send to the Office of Admissions, University of Oregon:

1. The original copy of a Graduate Admission Application
2. An official transcript showing receipt of a bachelor's degree

Send to the Coordinator of Graduate Studies, School of Music, University of Oregon, Eugene, OR 97403:

1. The four carbon copies of the Graduate Admission Application
2. A copy of transcripts of all previous undergraduate and graduate study
3. Three written recommendations from people who know the applicant's professional and personal qualifications
4. A recent sample of scholarly writing, such as a term paper, and recent copies of concert or recital programs
5. For applicants choosing either a primary or a supporting area in composition: a score and a tape recording of an original composition
6. For applicants choosing a primary area in music education: two letters of recommendation indicating three years of successful full-time music teaching. For applicants choosing a supporting area in music education: two letters of recommendation indicating two years of successful full-time music teaching. These letters are in addition to the recommendations required of all applicants in (3)
7. For applicants choosing a primary or a supporting area in music history or music theory: a document exemplifying the applicant's scholarship and research ability. This document serves as the sample of writing requested in (4)
8. For applicants choosing either a primary or a supporting area in music performance: a personal audition or a recent tape recording of a performance; a list of repertoire and copies of recent programs
9. Any other materials the applicant believes are of interest to the School of Music graduate admissions committee

Entrance Examinations

All entering graduate students admitted into a doctoral or predoctoral program are required to take entrance examinations in musicianship and music history before their first term of enrollment. These examinations are given before the first day of classes each term. Students who do not pass the examinations (or portions thereof) must complete prescribed courses by the end of their second term of enrollment.

Formal Admission

Formal admission is accomplished by appearing before the graduate committee during the second or third term of residence (not including summer session). Students must meet this requirement to be permitted to enroll for subsequent terms. More information about formal admission is available from the graduate secretary, School of Music.

Program Requirements

Ensemble Requirements. Each degree requires a minimum number of terms of ensemble, and some require participation in specific ensembles. Students enrolled in studio instruction must be enrolled concurrently in a band, chorus, or orchestra, and they must audition for ensemble placement before each fall registration.

Keyboards and guitar specialists may enroll in a chamber ensemble instead of the large conducted ensemble. Other students who are enrolled in a chamber ensemble must be concurrently enrolled in an assigned conducted ensemble.

General Degree Requirements. In addition to the Graduate School's requirements for doctoral degrees, the School of Music has the following general requirements:

Ensemble: at least three terms ........................................ 3-6
Advanced Pedagogy (MUE 591): two terms, one each in primary and supporting areas .......................................... 6
Supervised College Music Teaching (MUE 602): two terms, one each in primary and supporting areas ......................... 6
Research Methods in Music (MUS 611) ......................... 3
Concept Development in College Music Teaching (MUE 640, 641, 642) .................................................. 9
A total of at least two courses or seminars in music history or theory, chosen from MUS 507 or the 630 level ................................................................. 4-6
At least two of the following courses:
Music in the Middle Ages (MUS 660), Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664), Music in the 20th Century (MUS 665) ......................... 6
A total of at least 9 credits in courses outside music, chosen in consultation with the faculty adviser and excluding elementary language courses .............................................. 9
Proficiency in a foreign language, usually French, German, or Italian. Students with a primary or a supporting area in voice must demonstrate proficiency in French, German, and Italian equivalent to two years of college study in one language and one year of study in each of the other two
Research (MUS 601), Dissertation (MUS 603), and Reading and Conference (MUS 605) and are available during the summer session with adviser's consent

Specific Area Requirements

In addition to the general requirements of the Graduate School and the School of Music for doctoral degrees, the following are specific requirements for the various primary and supporting areas.

Music Composition

Primary Area

Credits
Seminar: Composers' Forum (MUS 507), three terms ......................................................... 6
Advanced Pedagogy: Musicianship (MUE 591), one term, if the supporting area is other than musicianship, this term is in addition to the one term required in the supporting area .................................. 3
Courses in composition chosen with a faculty adviser, 20 credits including thesis ............. 20
Courses outside the School of Music chosen with a faculty adviser, 3 credits beyond what is required of all students .................................................. 12
Public performance, usually a graduate composition recital on the University of Oregon campus, of compositions completed during the period of doctoral study and approved by the music composition faculty

Supporting Area

Credits
Seminar: Composers' Forum (MUS 507), three terms .......................................................... 6
Courses in composition, analysis, or pedagogy of musicianship or of composition, chosen in consultation with a faculty adviser ......................... 12
Public performance on the University of Oregon campus of compositions completed during the period of doctoral study and approved by the music composition faculty

Music Education

Primary Area

The following requirements are the same for the D.M.A., Ph.D., and D.Ed. degrees. The D.Ed. degree program is inactive.

Credits
Introduction to Statistical Methods in Education (EPSY 515, 516) or equivalent .................. 6
Dissertation (MUE 603) ........................................... 18
Seminar: Thesis Organization (MUE 607) ........................................... 1-2
Research Methods in Music (MUS 613) ......................... 3
Resources in Music Education (MUE 614) .................. 3
Studio instruction, three terms .................................................. 15
A total of at least 15 credits in additional graduate MUE courses ........................................... 15

Supporting Area

Credits
Introduction to Statistical Methods in Education (EPSY 515) or equivalent ................ 3
Research Methods in Music (MUS 613) ................................. 3
Studio instruction, three terms .................................................. 9
A total of at least 9 credits in additional graduate MUE courses ...................................... 9
For the Ph.D. degree the supporting area is in research. For the D.Ed. degree the supporting area is in any field other than music

Music History

Primary Area

Credits
Dissertation (MUS 603) ............................................. 18
A total of at least three terms in music history or theory seminars (MUS 507, 507) ............... 18
Seminar: Thesis Organization (MUE 607) ........................................... 1-2
Notation of Medieval and Renaissance Music (MUS 643, 644) ......................... 6
Music in the Middle Ages (MUS 660) ......................... 3
Music in the Renaissance (MUS 661) ......................... 3
Music in the Baroque Era (MUS 662) ......................... 3
Music in the Classical Period (MUS 663) ......................... 3
Music in the Romantic Era (MUS 664) ......................... 3
Music in the 20th Century (MUS 665) ......................... 3
Performance Practices before 1800 (MUS 689) ........... 3
Collegium Musicum (MUS 691) ......................... 3
Two public lecture-demonstrations or lecture-recitals (subject to faculty approval) on the University of Oregon campus

Supporting Area

Credits
Music in the Middle Ages (MUS 660) ......................... 3
Music in the Renaissance (MUS 661) ......................... 3
Music in the Baroque Era (MUS 662) ......................... 3
Music in the Classical Period (MUS 663) ......................... 3
Music in the Romantic Era (MUS 664) ......................... 3
Music in the 20th Century (MUS 665) ......................... 3
Performance Practices before 1800 (MUS 689) ........... 3
Collegium Musicum (MUS 691) ......................... 3
Two public lecture-demonstrations or lecture-recitals (subject to faculty approval) on the University of Oregon campus

Music Education: Instrumental (inactive)
Music Education: Choral-General (inactive)
Music Education: Choral-Instrumental (inactive)
Supporting Area credits
At least three terms in music history or theory seminars (MUS 507, 607) .... 6

Music in the Middle Ages (MUS 660) .................. 3
Music in the Renaissance (MUS 661) .................... 3
Music in the Baroque Era (MUS 662) .................. 3
Music in the Classical Period (MUS 663) ................ 3
Music in the Romantic Era (MUS 664) ................. 3
Music in the 20th Century (MUS 665) .................. 3

Music Performance
Primary Area credits
Dissertation (MUS 603) focusing on some aspect of the performance medium ........... 18
Seminar: Thesis Organization (MUE 607) .... 1–2
Performance Studies (Studio Instruction) (MUP 771–794), six terms .................. 24
Three public performances (subject to preretal approval by a faculty jury) on the University of Oregon campus; one must be a solo recital

Supporting Area credits
Performance Studies (Studio Instruction) (MUP 741–761), three terms .......... 12
Two public performances (subject to preretal approval by a faculty jury), one of which must be a solo recital

Music Theory
Primary Area credits
A total of at least three terms in music history and theory seminars (MUS 507, 607) .... 6
Seminar: Advanced Analysis Seminar (MUE 607) .... 1–2
Advanced Analysis (MUS 530, 531, 532) ........... 6
Choose at least three of the following:
Advanced Keyboard Harmony (MUS 525), Score Reading (MUS 526, 527), Counterpoint (MUS 533, 534, 535) ........... 6–9
Dissertation (MUS 603) .................. 18
Choose at least three of the following:
Music in the Middle Ages (MUS 660), Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664), Music in the 20th Century (MUS 665) ........... 9
Collegium Musicum (MUS 691) ........... 3
Two public lecture-demonstrations or lecture-recitals (subject to faculty approval) on the University of Oregon campus

Supporting Area credits
A total of at least three terms in music history and theory seminars (MUS 507, 607) .... 6
Choose at least three of the following:
Advanced Keyboard Harmony (MUS 525), Score Reading (MUS 526, 527), Counterpoint (MUS 533, 534, 535) ........... 6–9
Advanced Analysis (MUS 530, 531, 532) ........... 6
Choose at least three of the following:
Music in the Middle Ages (MUS 660), Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664), Music in the 20th Century (MUS 665) ........... 9

Choral Conducting
Supporting Area credits
Advanced Instrumental Conducting (MUS 586) ....... 3
Seminar: Advanced Choral Conducting (MUE 609) .... 1-2
Practicum: Choral Conducting (MUE 609), one-term minimum. Supervised College Music Teaching (MUE 602) may be substituted
Performance Studies (Studio Instruction) (MUP 741–761), three terms
Choral literature courses to be selected after consultation with an adviser
Inquire at the School of Music front desk for a list of recommended electives

Two summer workshops held during the Oregon Bach Festival. Participation at least one summer as a conductor during the festival
Piano proficiency: may be demonstrated by examination or by successful completion of Intermediate Performance Class Piano (MUP 231, 232, 233) ........... 6
One public choral conducting performance (faculty approval required)
Diction proficiency in French, German, Italian, and Latin; may be demonstrated by successful completion of Lyric Diction (MUS 555, 556) or by examination ........... 6
Comprehensive examination in choral conducting

Wind Ensemble Conducting
Supporting Area credits
Advanced Instrumental Conducting (MUS 586) ....... 3
Bibliography in Instrumental Conducting (MUS 620) ........... 3
Wind Repertoire (1500–1850) (MUS 621) ........... 3
Wind Repertoire (1850–1950) (MUS 622) ........... 3
Wind Repertoire (from 1950 to the Present) (MUS 623) ........... 3
Instrumental Conducting Laboratory (MUS 624) ........... 3
Band and Wind Ensemble (MUS 693), three terms ........ 6
Electives in subject chosen by student and adviser

Comprehensive Examinations
Written and oral comprehensive examinations in the primary and supporting areas are taken before advancement to candidacy but after meeting the following conditions:

Formal admission to the doctoral program
Completion of all course work in the examination area
Approval of the dissertation proposal by the dissertation advisory committee
Approval from the adviser
Satisfaction of the foreign-language requirement

Additional information about comprehensive examinations is available from the graduate secretary, School of Music.

Advancement to Candidacy
Advancement to candidacy is based on successful completion of comprehensive examinations and foreign-language requirements, approval by the dissertation advisory committee, and the recommendation of the adviser.

Dissertation Requirement
A dissertation is required in all degree programs. For candidates whose primary area is composition, the dissertation must be an original composition of major proportions composed during doctoral study and performed and recorded on the university campus. For candidates whose primary area is performance, the dissertation consists of at least three required public performances and a written dissertation focusing on some aspect of the performance medium.

Time Limit
Doctoral students have seven years from the beginning of their first year in residence to complete the degree. All course work, the comprehensive examinations, any required recitals, and the dissertation must be satisfactorily completed before the end of the seven-year period. If this period is exceeded, an additional year of residence or a new set of comprehensive examinations, or both, are required.

Final Examination
A final oral examination is required in all degree programs. The candidate is expected to defend the dissertation and show a command of the primary area. Members of the dissertation advisory committee typically conduct the final examination; their appointment is subject to the approval of the dean of the Graduate School.

Courses Offered
The School of Music curriculum is divided into four general categories, each designated by a specific prefix:

MUS: music courses and ensembles
MUE: music education
MUJ: jazz studies
MUP: performance studies

MUSIC COURSES (MUS)
125 Basic Music (3) Elementary study of terms and notational symbols; designed to develop elementary competence in performing from notation and in notating musical ideas. Nonmajors or premajors only. Frazier.
126 Rudiments of Music Theory (3) Elementary study of terms and notational symbols; designed to develop elementary competence in performing from notation and in notating musical ideas. Nonmajors or premajors who need preparation to enter MUS 131 and 134. Prereq: instructor's consent or placement examination. Baird.
127 Rudiments of Aural Skills (3) Rudimentary study of sight singing, dictation, and related skills. For music majors and minors who need preparation to enter MUS 134. Prereq: placement examination. Baird.
161, 162, 163 History of Music I (3,3,35) Study of the history and evolution of music, principally of Western art music to ca. 1800. Smith, Starling.
191 Collegium Musicum (1R) Study of music repertoire of the medieval, Renaissance, and baroque periods through rehearsal and extensive sight-reading; vocal and instrumental repertoire. Ensemble fee. Prereq: audition, instructor's consent. H. Owen.
194 Chamber Ensemble (1R) Study of music through small-group rehearsal. For string and wind instrument players, percussionists, key-
board players, and singers. Prereq: audition, instructor's consent. Frazier.


196 Orchestra (2R) University Symphony Orchestra. Ensemble fee. Prereq: audition and instructor's consent. W. Bennett.

197 Chorus (2R) University Singers, Chamber Choir, University Men's Chorus, University Women's Chorus, University Gospel Ensemble. Ensemble fee. Prereq: audition, instructor's consent for all except University Men's Chorus. Clark, Doerkson, Guiner, Miller.

198 Workshop: [Term Subject] (1-2R)

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)


231, 232, 233 Music Theory II (2,2,2S) Continuation of MUS 131, 132, 133. Majors only. Prereq: MUS 133 or equivalent proficiency; coreq: MUS 234, 235, 236; MUS 237, 238, 239, H. Owen, S. Owen.


237, 238, 239 Keyboard Skills II (1,1,1) Continuation of practical keyboard applications begun in MUS 137, 138, 139. Majors only. Coreq: MUS 231, 232, 233; MUS 234, 235, 236. Starling, Stewart-Cook.

240, 241, 242 Composition I (3,3,3) Introduction to musical composition. Problems of notation, scoring for instruments, basic concepts of form; contemporary techniques; emphasis on student's own beginning creative work. Prereq: MUS 133, 136 or equivalents, instructor's consent. Kyr, H. Owen.

258 Music in World Cultures (3) Appreciation of music in its cultural contexts throughout the world. Emphasis on listening skills, aesthetics, styles, genres, transmission, and sociocultural backgrounds. Levy.


322 Music Fundamentals (3) Music notation and terminology; learning musical rudiments through singing simple songs; introduction to simple melodic, rhythmic, and harmonic instruments. Prospective elementary teachers only. Laboratory fee. R. Moore, Van Ryssebergh.

324, 325, 326 Analysis (3,3,3S) Techniques of analyzing melody, harmony, rhythm, and form in music from various periods and cultures. Prereq: MUS 233, 236, 236 or equivalent proficiency. Hurwitz, Karpinski, Trombley.

340, 341, 342 Composition II (3,3,3) Composition and public performance of small works for piano, voice, and small ensembles. Prereq: MUS 242 or equivalent proficiency, instructor's consent. Kyr, H. Owen.

343 Aural Skills for Conductors (3) Music reading and listening skills for instrumental and choral conductors. Sight singing from scores including various clefs and transpositions. Timbre discrimination, tuning procedures, structural listening. Prereq: MUS 236 or equivalent. Frazier.

351 The Music of Bach and Handel (3) Compositions by Bach and Handel such as organ chorale, cantata, oratorio, opera, and mass; cultural context in Germany, France, Italy, and England for the development of their style. Primarily for nonmajors.

352 The Classic Symphony and Sonata (3) Symphonies and sonatas by Haydn, Mozart, and Beethoven; elements of style in the Viennese classical period and its legacy in the 19th century. Primarily for nonmajors.

353 Survey of Opera (3) Introduction to several operatic masterpieces including works by Mozart, Wagner, and Verdi. Primarily for nonmajors.

354 Introduction to 20th-Century Music (3) Evolution and revolution in musical style since Debussy and Mahler; selected masterpieces by such composers as Stravinsky, Bartok, Schoenberg, Copland, and Varése. Primarily for nonmajors. Tubb.

384, 385 Choral Conducting I, II (2,2) Conducting techniques with emphasis on practical application to choral organizations; score reading; analysis and interpretation of choral music. Conducting experience with laboratory chorus. Prereq: MUS 233, 236 as well as instructor's consent. MUE 392.

386 Instrumental Conducting for Choral Majors (2) Transposition and instrumental conducting techniques. Third term in the conducting sequence for choral majors. Prereq: MUS 385, MUE 392 (one term), instructor's consent.

387, 388 Instrumental Conducting I, II (2,2) Baton techniques with emphasis on practical applications to instrumental organizations; score reading; general problems of the conductor of large ensembles. Conducting experience with laboratory ensembles. Prereq: MUS 233, 236, MUE 392 (one term) or equivalents, instructor's consent.

389 Choral Conducting for Instrumental Majors (2) Choral conducting techniques. Third term in the conducting sequence for instrumental majors. Prereq: MUS 388, instructor's consent.

391 Collegium Musicum (1R) See MUS 191 for description.

394 Chamber Ensemble (1R) See MUS 194

395 Band (1-2R) See MUS 195

396 Orchestra (2R) See MUS 196

397 Chorus (2R) See MUS 197

398 Opera Workshop (2R) Traditional and contemporary repertoire for the musical theater through analysis, rehearsal, and performance of complete and excerpted works; training in stage movement, direction, and rehearsal techniques. Prereq: instructor's consent, audition.

399 Special Studies: [Term Subject] (1-4R)

400 Innovative Education: [Term Subject] (1-3R)

401 Research (1-21R) Prereq: instructor's consent.

403 Thesis (1-21R) Prereq: instructor's consent.

405 Reading and Conference: [Term Subject] (1-4R) Individual study of topics at a level beyond that available in the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic or equivalents, instructor's consent.

407/507 Seminar: [Term Subject] (1-5R) Various topics at an advanced level, offered periodically according to student and faculty interest and availability. Recent topics are Art of Accompaniment, Composers' Forum, East European Folk Music Ensemble, Electronic Composition, Ethnomusicology, Gospel Experience, Music for Film, Musical Instruments of the World, Piano—The Inside Story, Women in Music.

408/508 Workshop: [Term Subject] (1-21R) Various topics at a level beyond that available in the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic or equivalents, instructor's consent.

409 Supervised Tutoring: [Term Subject] (1-21R)

410/510 Experimental Course: [Term Subject] (1-5R)


424 Advanced Aural Skills (3) Advanced training in sight singing, dictation, and related skills. Prereq: MUS 236 or equivalent.


426/526, 427/527 Score Reading (2,2) Analysis of musical scores of compositions for small and large ensembles involving transposition of parts; use of the piano as a means of studying ensemble scores. Maves.

430/530, 431/531, 432/532 Advanced Analysis (2,2,2) Advanced analytical techniques, especially those developed by Heinrich Schenker and Felix Salzer, applied to music of all periods and styles. Prereq: MUS 233, 236. Offered alternate years; not offered 1992-93.

433/533, 434/534, 435/535 Counterpoint (3,3,3) Study of modal and tonal counterpoint through analysis and composition.

439/539 Scoring for Voices and Instruments (3) Techniques of arranging and scoring for various types of choral and instrumental groups. Prereq: MUS 233, 236. Maves. Offered winter term only.


444/544 Electronic Synthesizer Laboratory (I) Individual laboratory experience with computers, sound synthesis software and hardware, MIDI, and related electronic/computer music instruments. Laboratory fee. Prereq: MUS 443/543, instructor's consent. Stolet.


464/564, 465/565, 466/566 Piano Literature (3,3,3) Solo piano music from J. S. Bach to the present; original works for four hands and for two pianos; the concerto; emphasis on style as it affects performance. Prereq: MUS 263. Not offered 1992-93.

467/567, 468/568, 469/569 Solo Vocal Music (2,2,2) Solo songs with accompaniment; the lute and baroque; stile antico; French chansons; 19th-century art songs in Germany and France; 20th-century British, American, and Continental song literature; development of bases for artistic performance and sound critical judgment through study of text, voice, and accompaniment. Prereq: MUS 263. Miller.

470/570, 471/571, 472/572 Orchestral Music (2,2,2) Major types of orchestral music from the 18th to the 20th centuries; dance suite, symphony, sonata, concerto, overture, overture and march, etc. Prereq: MUS 263. Storm.


477/577 Wind Instrument Music (3) Music for wind instruments and band from the 16th century to the present; style and performance practice; bases for judgment in the selection of wind instrument and band music. Prereq: MUS 163.

478/578 History of the Band (3) The development of the wind band in Europe and the United States.

485/585 Advanced Choral Conducting (3) Refinement of choral conducting techniques; musical scores from contemporary and earlier periods with emphasis on analysis, interpretation, and rehearsal procedures. Administrative procedures for choral organizations. Prereq: MUS 384, 385, 386. Clark.

486/586 Advanced Instrumental Conducting (3) Conducting techniques as applied to band and orchestral music with emphasis on various styles and periods of music; study of 20th-century rhythms and related conducting problems. Prereq: MUS 387, 388 or equivalents. W. Bennett.


503 Thesis (1-16R) P/N only. Prereq: instructor's consent.

601 Research (1-16R) P/N only. Prereq: instructor's consent.

602 Supervised College Teaching (1-5R) Prereq: instructor's consent.

603 Dissertation (1-16R) P/N only. Prereq: instructor's consent.

605 Reading and Conference: [Term Subject] (1-4R) Individual study of topics beyond the standard curriculum. [Term Subject] (3) Study, preparation, and conducting of works for senior recital. R for maximum of 6 credits.


624 Instrumental Conducting Laboratory (2R) Study, preparation, and conducting of works for instrumental ensembles in rehearsals and performances. R for maximum of 6 credits.


635 Advanced Aural Skills (3R) Exercises and projects in transcription and analysis of music presented aurally; discerning discrepancies between performed and notation; analysis of music without recourse to scores. R once with instructor's consent.

636 Analysis of Rhythm (3) Examination and evaluation of theories of rhythmic structure in tonal music. Application of relevant principles in analytical projects.

637 History of Theory (3) Examination and evaluation of theories of harmony and musical structure from the Baroque era to the present including the works of Zarlino, Rameau, Tartini, Riemann, and Handel.

638, 639 Timbral Analysis and Orchestral Composition I,II (3,3S) Methods of timbral (sound-color) analysis pertaining to orchestration and composition from the Baroque era to the present.


643, 644 Notation of Medieval and Renaissance Music (3,3) Representative examples of notational systems and practices in Western European polyphony from 900 to 1600. Bergquist. Offered 1992-93 and alternate years.

660 Music in the Middle Ages (3) Sources of Western European music in classical antiquity and the Near East; sacred monophony, secular monophony; development of polyphony. Offered alternate years; not offered 1992-93.

661 Music in the Renaissance (3) The central Renaissance style in 15th-century France and Italy; high Renaissance music and performances; representative works with emphasis on J. S. Bach. Troubly. Offered 1992-93 and alternate years.

662 Music in the Baroque Era (3) From the Florentine Camerata through the roccoco; the concerto, opera, oratorio, cantata, sonata, concerto, suite, and fugue; national styles; performances of authentic works with emphasis on J. S. Bach. Troubly. Offered 1992-93 and alternate years.

663 Music in the Classical Period (3) Sources of classical style and their culmination in the Viennese high classical style of Haydn, Mozart, and Beethoven. Dramatic forms and procedures in opera. Offered alternate years; not offered 1992-93.

664 Music in the Romantic Era (3) Virtuosic and lyric extremes in instrumental and vocal styles; Romanticism, descriptive music, and the Lied; opera in France and Italy; Wagner's music drama as Gesamtkunstwerk; Wagnerism in France. Smith. Offered 1992-93 and alternate years.
698 Opera Workshop (2R) See MUS 398
697 Chorus (2R) See MUS 197

MUSIC EDUCATION COURSES (MUE)
196 Field Studies (1-2R)
198 Workshop: [Term Subject] (1-2R)
199 Special Studies: [Term Subject] (1-3R)
200 Innovative Education: [Term Subject] (1-3R)

280, 281, 282 Choral Conducting Laboratory I (1, 1, 1) Performance of choral music in an ensemble setting with student conductors. Covers literature of all levels. Basic conducting and rehearsal techniques. Clark, Van Rysselberghe.
283, 284, 285 Instrumental Conducting Laboratory I (1, 1, 1) Performing on secondary instruments in an ensemble setting with student conductors. Covers literature of all levels. Basic conducting skills and rehearsal techniques. Doerksen, Wolfgang.

326 Foundations of Music Education (3) Observation of the total school music program (grades one through twelve). Includes dialogue with local teachers. Open to school administrators and teachers in areas other than music. Extra fee. L’Hommedieu.
380, 381, 382 Choral Conducting Laboratory II (1, 1, 1) Intermediate conducting and rehearsal techniques. See MUE 280, 281, 282. Clark, Van Rysselberghe.
383, 384, 385 Instrumental Conducting Laboratory II (1, 1, 1) Intermediate conducting skills and rehearsal techniques. See MUE 283, 284, 285. Clark, Van Rysselberghe.
391 Voice Pedagogy (1R) Vocal techniques for chorus, studio, and class instruction. Methods and materials for adolescent and mature soloists. Instrumental and choral majors only.
399 Special Studies: [Term Subject] (1-4R)
400 Innovative Education: [Term Subject] (1-3R)
401 Research (1-21R) Prereq: instructor's consent.
403 Thesis (1-21R) Prereq: instructor's consent.
405 Reading and Conference: [Term Subject] (1-4R) Individual study of topics at a level beyond the availability of the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic or equivalents, instructor's consent.
406 Field Studies (1-21R)
407/507 Seminar: [Term Subject] (1-5R) Various topics at an advanced level, offered periodically according to student and faculty interest and availability. A current topic is Student Teaching.
408/508 Workshop: [Term Subject] (1-21R) Various topics at a level beyond that available in the standard curriculum. Prereq: instructor's consent.
409 Practicum: [Term Subject] (1-4R) Practical experience in guiding learning activities. Prereq: music education coordinator's consent. Wolfgang.
410/510 Experimental Course: [Term Subject] (1-5R)
415/515 General Music in the Middle School (3) Musical characteristics and capabilities of middle school students. Suitable materials and music experiences; alternative approaches to curriculum development, methods, and evaluation. Laboratory fee. Van Rysselberghe.
420/520 Orff-Schulwerk: Introduction (3R) Introduction to Orff-Schulwerk. Speech and rhythm improvisation, basic instrumentation. Prereq: instructor changes. Offered only during summer session.
421/521 Orff-Schulwerk: Level 1 (3R) Ostinati, simple bourdon, recorder, creative movements. Prereq: MUE 420/520. R when instructor changes. Offered only during summer session.
424/524 Children's Choir (3) Study techniques that lead to beautiful singing by children. Warm-ups, intonation exercises, motivation strategies, high-quality music, programming concerts, rehearsals. R. Moore.
425 Classroom Instruments (2) Not offered 1992-93.
429/529 Music in Special Education (3) Music for handicapped or gifted learners. Educational and therapeutic uses of music for mentally, physically, and emotionally disabled as well as gifted learners. Van Rysselberghe.
444/544 Choral Materials for Schools (2) Repertoire for choral groups in secondary schools; choral music from early historical periods to the avant-garde; criteria for selection of choral music; instructional program and concert planning.
445/545 String Materials for Schools (2) Repertoire for orchestra and other string instrument groups in elementary and secondary schools; problems of leadership, presentation, organization, and program planning. Prereq: instructor's consent.
446/546 Wind Instrument Materials for Schools (2) Repertoire for bands and other wind instrument groups in elementary and secondary schools; problems of leadership, presentation, and organization. Prereq: instructor's consent.
447/547 Psychology of Music (3) Functions of the musical mind; knowledge and intellectual skills related to mature perception; implications for the teaching of music. R. Moore.
472/572 Piano Pedagogy II: Pre-Piano and Beginning Piano Study (3S) Processes and materials for teaching children during the first three years of piano study. Group and indi-
vidual teaching experiences. S with MUE
471/571, 473/573; coreq: MUE 409 or 609.
Allen.
480, 481, 482 Choral Conducting Laboratory III (1,1,1) Advanced conducting and re-
hearsal techniques. See MUE 280, 281, 282 for
description. Clark, Van Rysseldergehe.
483, 484, 485 Instrumental Conducting Laboratory III (1,1,1) Advanced conducting
skills and rehearsal techniques. See MUE 283,
491/591 Advanced Pedagogy; [Term Sub-
ject] (3R) Sections in theory, strings, wood-
winds, and other topics. R for maximum of 9
credits. 
503 Thesis (1–16R) P/N only. Prereq:
 instructor’s consent.
601 Research (1–16R) P/N only. Prereq:
i nstructor’s consent.
602 Supervised College Music Teaching (1–5R). Prereq: instructor’s consent.
603 Dissertation (1–16R) P/N only. Prereq: instruc tor’s consent.
605 Reading and Conference: [Term Sub-
ject] (1–2R) Individual study of topics beyond the availability of regularly scheduled courses.
Prereq: completion of all regularly scheduled
courses related to the topic or equivalents,
instructor’s consent.
606 Field Studies (1–16R)
607 Seminar: [Term Subject] (1–5R) Thesis
Organization is a recent topic.
608 Workshop: [Term Subject] (1–16R)
609 Practicum: [Term Subject] (1-4R) Pro-
essionally related experience, on campus or
elsewhere, supervised by a qualified expert
both in planning and in carrying out the
project. Prereq: knowledge and competence
in the substance of the activity and in curricular
planning, instructor’s consent. Wolfgang.
610 Experimental Course: [Term Subject]
(1–5R)
612 Introduction to Research in Music Educa-
tion (3) Examination of the epistemological
and methodological foundations of empirical
research in music education. Emphasis on de-
sign strategies, interpretation of research, and
the systematic review and synthesis of litera-
ture. Prereq: MUE 614.
614 Resources in Music Education (3) Re-
view of resources in musical pedagogy. Compli-
ation of annotated bibliography. Ways to eval-
uate music teaching and learning in order to improve ensemble and classroom instruc-
tion. L’Hommedieu.
631 Music in the Elementary and Middle
School (2) Musical characteristics and capa-
bilities of elementary and middle school learn-
ers. Methods for integrating music of diverse
cultures with other subject areas in the el-
ementary and middle school. Offered summer
session only.
632 Music in School and Society (3) Musical
experiences and responses in contemporary so-
ciety; standards for musical quality. Elementary
and secondary school music programs, past and
present, and their relationships to the commu-
nities they serve. R. Moore.
633 Music in the Elementary School (3)
Curricula, materials, and procedures of teach-
general music in the elementary school.
Laboratory fee. R. Moore. Not offered
634 Music in the Junior High School (3) Not
635 Music in the Senior High School (3)
636 Administration of School Music (3) Principles underlying a sound policy in the ad-
ministration of school music programs; bud-
gets, personnel, curriculum, facilities.
Doerkens.
637 Technology of Teaching Music (3) Use
of electronic equipment and computers in teach-
ing music. Hardware and software appropri-
ate for classroom use and for individualized
instruction.
638 Curricular Strategies in Music Educa-
tion (3) Procedures for developing music
courses for today’s schools; determination of
goals, content, instructional materials, and
evaluative criteria; exploration of significant
curriculum development projects in music edu-
cation. Doerksen.
640, 641, 642 Concept Development in Col-
lege Music Teaching (3,3,3) Developing
knowledge, skills, and attitudes useful for
music teaching; current principles of educa-
tional psychology, instructional techniques,
tests and measurements. Doctoral students
only. Prereq: instructor’s consent. Martin.
JAZZ STUDIES COURSES (MUJ)
190 Jazz Laboratory Band (1–2R) Large en-
sembles perform progressive jazz-rock reperto-
ire on campus and at jazz festivals. Improvi-
sation as well as repertoire study. Prereq:
audition. S. Owen, Williams.
191 Small Jazz Ensembles (1R) Improvi-
sation group. Study current and past small-group
jazz performances. Prereq: audition, instructor’s consent.
S. Owen.
192 Vocal Jazz Ensemble (2R) Composed of
approximately sixteen voices and a rhythm
section. Explores a wide variety of styles in the
jazz idiom. The ensemble performs extensively
throughout the area. Prereq: audition.
350 History of Jazz (3) Major historical styles
in jazz, 1900 to the present: ragtime, New Orleans
jazz, swing, bop, cool jazz, hard bop, free jazz,
and fusion; major jazz performers; sociological
backgrounds of jazz. Prereq: sophomore standing
higher. Stone.
390 Jazz Laboratory Band (1–2R) See MUJ
190
391 Small Jazz Ensembles (1R) See MUJ 191
392 Vocal Jazz Ensemble (2R) See MUJ 192
450/550 Survey of Jazz Composition (3) Jazz
composition from 1900 to the present. The evolu-
tion of jazz composition and arranging
through the study of major jazz stylistic periods.
S. Owen, Smith.
PERFORMANCE STUDIES COURSES (MUP)

There is an extra fee for nonmajors enrolled in MUP 170–794. Unless it is a degree requirement, majors taking more than one performance study course pay an extra fee.

MUP 140–794 coreq for majors: enroll in major ensemble

Percussion studies (MUP 161, 191, 291, 391, 491, 631, 661, 691, 761, 791) coreq: MUS 411/511, enroll in major ensemble

100 Basic Performance Studies (2R) P/N only. Class piano. Extra fee. Prereq: instructor's consent.


365 Performance Studies for Music Minors (2R) Studies in a variety of performance areas for the student seeking a School of Music minor. Extra fee.


670 Performance Studies (Studio Instruction): Piano Accompanying (2–4R) Master's-level piano accompanying for degree candidates specializing in performance. Concentration on vocal and instrumental repertoire. Prereq: instructor's consent, audition to demonstrate proficiency equivalent to MUP 671.

ADVANCED DEGREES

Through the Graduate School, the University of Oregon offers studies leading to advanced degrees in the liberal arts and sciences and in the professional fields of architecture and allied arts; business administration; education; human development and performance; journalism; and music. Program offerings are listed below. The advanced degree granted is printed next to the degree program. Where no degree is listed, the subject is an area of focus within the college, school, or department.

For information about law degrees, see the School of Law section of this bulletin.

Specific program requirements for the majority of these degrees appear in the departmental sections of this bulletin; general requirements of the Graduate School are stated in this section.

Some graduate degree and certificate programs are available only to students who were enrolled in these programs before fall 1992 and who will complete their degree or certificate requirements by the end of summer 1993. Existing programs in these disciplines are not open to new students during 1992-93. For more information, prospective graduate students should telephone the Graduate School at (503) 346-5129.

College of Arts and Sciences

Anthropology: M.A., M.S., Ph.D.
- Archaeology
- Cultural anthropology
- Linguistics
- Physical anthropology

Biology: M.A., M.S., Ph.D.
- Cell biology
- Developmental biology
- Ecology
- Genetics
- Marine biology
- Microbiology
- Molecular biology
- Neuroscience

Chemistry: M.A., M.S., Ph.D.
- Biochemistry
- Cell biology
- Chemical physics
- Materials science
- Molecular biology
- Neuroscience
- Organic chemistry
- Physical chemistry
- Theoretical chemistry

Classics: M.A.
- Classics
- Greek
- Latin

Computer and information science: M.A., M.S., Ph.D.
- American literature
- Creative writing: M.F.A.
- English literature

Economics: M.A., M.S., Ph.D.
- Advanced macroeconomics
- Applied econometrics
- Economic growth and development
- Economic theory
- Industrial organization
- International economics
- Labor economics
- Public finance
- Urban-regional economics

English: M.A., M.F.A., Ph.D.
- American literature
- Creative writing: M.F.A.
- English literature

Exercise and movement science: M.S., Ph.D.
- Biomechanics
- Motor control
- Physiology of exercise
- Social psychology of sport
- Sports medicine

Geography: M.A., M.S., Ph.D.
- Biogeography
- Cultural geography
- Environmental studies
- Physical geography
- Quaternary geography

Geological sciences: M.A., M.S., Ph.D.
- Mineral deposits
- Mineralogy-petrology-geochemistry
- Stratigraphy-sedimentary petrology-paleontology
- Structural geology-geophysics, volcanology

Germanic languages and literatures: M.A., Ph.D.

History: M.A., Ph.D.
- Ancient history
- Britain and its empire
- East Asia

Europe since 1789
- Europe 1400-1815
- Latin America
- Medieval Europe
- Russia
- Southeast Asia
- United States

Linguistics: M.A., Ph.D.
- Applied linguistics
- General linguistics

Mathematics: M.A., M.S., Ph.D.
- Algebra
- Analysis
- Combinatorics
- Differential and algebraic geometry
- Geometry
- Mathematical physics
- Numerical analysis
- Probability
- Statistics
- Topology

Philosophy: M.A., Ph.D.

Physics: M.A., M.S., Ph.D.
- Astronomy, astrophysics, cosmology
- Atomic, molecular, and optical physics
- Biophysics
- Condensed-matter physics
- Elementary-particle physics
- Fluid and superfluid mechanics
- Nuclear physics

Political science: M.A., M.S., Ph.D.
- American government
- Classical and contemporary political theory
- Comparative politics
- International relations
- Research methodology

Psychology: M.A., M.S., Ph.D.
- Clinical
- Cognitive
- Developmental
- Physiological-neuroscience
- Social and personality

Romance languages: M.A., Ph.D.
- French language and literature: M.A.
- Italian language and literature: M.A.
- Spanish language and literature: M.A.

Russian: M.A.

Sociology: M.A., M.S., Ph.D.
- Environment
- Labor, organization, and political economy
- Research methods
- Sex and gender
- Social psychology, language and culture
- Theory

Speech
- Speech: rhetoric and communication: M.A., M.S., Ph.D. (no admission 1992-93)
Speech: theater arts: M.A., M.S., M.F.A., Ph.D.

Interdisciplinary Programs
Asian studies: M.A., M.S.
China
Japan
Southeast Asia
Comparative literature: M.A., Ph.D.
Corrections: M.A., M.S. (no admission 1992–93)
Individualized program: M.A., M.S.
e.g., applied information management, environmental studies, folklore
Industrial relations: M.A., M.S.
International studies: M.A.

Professional Schools and Colleges
School of Architecture and Allied Arts
Architecture: M.Arch.
Interior architecture: M.I.Arch.
Art history: M.A., Ph.D.
Fine and applied arts: M.F.A.
Ceramics: M.F.A.
Fibers: M.F.A.
Metalsmithing and jewelry: M.F.A.
Painting: M.F.A.
Printmaking: M.F.A.
Sculpture: M.F.A.
Visual design: M.F.A.
Historic preservation: M.S.
Landscape architecture: M.L.A.
Planning, public policy and management
Public affairs: M.A., M.S.
Urban and regional planning: M.U.P.

College of Business Administration
Accounting: Ph.D.
Decision sciences: M.A., M.S.
Decision sciences: business statistics: M.A., M.S., Ph.D.
Decision sciences: production and operations management: M.A., M.S., Ph.D.
Finance: M.A., M.S., Ph.D.
Management: M.A., M.S.
Management: corporate strategy and policy: Ph.D.
Management: general business: M.B.A.
Management: human resource management: Ph.D.
Marketing: M.A., M.S., Ph.D.

College of Education
Counseling psychology: D.Ed., Ph.D.
Counseling: M.A., M.S., M.Ed.
Community and other agency settings
Employment and vocational
Individual and family
Instructional technology: M.A., M.S., M.Ed. (no admission 1992–93)

Special education: handicapped learner:
M.A., M.S., M.Ed., D.Ed., Ph.D.
Curriculum and supervision: M.A., M.S., M.Ed. (no admission 1992–93)
Reading and language arts: M.A., M.S., M.Ed. (no admission 1992–93)
Talented and gifted: M.A., M.S., M.Ed. (no admission 1992–93)
Educational policy and management: M.S., D.Ed., Ph.D.
Special education: rehabilitation: D.Ed., Ph.D.

College of Human Development and Performance
School and community health

School of Journalism
Journalism: M.A., M.S.

School of Music
Music: conducting: M.Mus.
Music composition: M.Mus., D.M.A.
Music history: M.A., M.Mus., D.M.A.
Music performance: instrumental: M.Mus., D.M.A.
Music performance: keyboard: M.Mus., D.M.A.
Music performance: percussion: M.Mus., D.M.A.
Music performance: voice: M.Mus., D.M.A.
Music theory: M.A., M.Mus., D.M.A.
Music: piano pedagogy: M.Mus.
Music education: choral-general: M.A., M.Mus., D.M.A.
Music education: choral-instrumental: M.A., M.Mus., D.M.A.
Music education: instrumental: M.A., M.Mus., D.M.A.

Graduate Admission
To be admitted to the Graduate School for the purpose of seeking an advanced degree or enrolling in a formal nondegree graduate program, a student must be a graduate of an accredited four-year college or university and must be accepted by the professional school or major department in which he or she proposes to study.

Graduate Classification
Students seeking advanced degrees or certificates are classified as follows:
Graduate pre-master's
Graduate post-doctoral
Graduate post-baccalaureate
Graduate conditional master's
Graduate master's
Graduate conditional doctoral
Graduate doctoral
A student from an unaccredited institution, or one that offers the equivalent of bachelor's degree instruction but not the degree itself, may be admitted under special procedures once he or she has been recommended for admission by a school or department at the University of Oregon and has received the approval of the Dean of the Graduate School.

The university's schools and departments determine their own specific requirements for graduate admission. Students should become familiar with these requirements before applying.

Initial admission may be either conditional or unconditional. If a conditionally accepted student has not been granted unconditional admission after the completion of 36 credits of graduate course work, the Graduate School may ask why and recommend that a decision on the student's status be made as soon as possible.

A former University of Oregon student must be admitted formally to the Graduate School in the same way as a student from any other college or university. A student who has been admitted and wants to change his or her major is subject to acceptance by the new department. Filing a Change of Major form and any official documents the new department requires accomplishes this change.

All students must pay a nonrefundable $40 fee when applying for admission. Applicants should address inquiries concerning graduate admission to the department or school in which they plan to study, not to the Graduate School or to the Office of Admissions.

Application Procedure
Students seeking admission to the Graduate School must submit an application on an official university application form. The first copy of the Graduate Admission Application and an official transcript from the college or university from which the applicant received a degree must be sent to the Office of Admissions, PO Box 3237, University of Oregon, Eugene OR 97403.

The remaining copies of the application form and official transcripts of all previous college work, both undergraduate and graduate, must be sent to the department or professional school of the university in which the applicant plans to study.
At the option of the school or department, the applicant may also be requested to furnish additional materials such as transcripts of test scores (e.g., Graduate Record Examinations, Miller Analogies Test), evidence of foreign-language proficiency, and letters of reference. The applicant should ascertain from the school or department what additional materials, if any, are expected. These additional materials are to be sent directly to the department.

**Admission for Graduate Postbaccalaureate Study.** An applicant with a bachelor's degree or the equivalent from an accredited institution who wishes to take additional graduate work, but not in pursuit of a specific graduate degree, must submit the official application form and an official transcript from the college or university from which he or she received either the bachelor's degree or a subsequent advanced degree to the Office of Admissions, University of Oregon, Eugene OR 97403. (University of Oregon graduates do not need to send an official transcript to the Office of Admissions.) Graduate postbaccalaureate status is a nondegree classification. A satisfactory record is a major factor in allowing reenrollment. Credits earned by postbaccalaureate students are recorded in the Office of the Registrar. For more information see Other Graduate Classification below under General Requirements and Policies.

**International Students**
Students whose native language is not English must supply the results of the Test of English as a Foreign Language (TOEFL) with their application. For information about testing dates and places write to TOEFL, PO Box 899, Princeton NJ 08540, USA. Each department has a TOEFL score requirement; however, if a student has been admitted to the university with a score between 500 and 574, the student must take an additional English-proficiency test after arrival on campus. If the score on the English-proficiency test indicates that additional training is necessary, the student is required to enroll in special English classes. For more information about the Supplementary English Language Training program and its cost, write to the SELT Adviser, Office of International Education and Exchange, 330 Oregon Hall, University of Oregon, Eugene OR 97403, USA.

International students who want English training before beginning their studies at the University of Oregon or at another United States university may enroll in the American English Institute. For more information write to the American English Institute, 107 Pacific Hall, University of Oregon, Eugene OR 97403, USA. International students are required to carry health and accident insurance for themselves and their dependent family members living in the United States. Students' insurance policies must meet the minimum University of Oregon health insurance requirements. These requirements may be met by purchasing the health insurance sponsored by the Associated Student Council of the University of Oregon (ASUO). The ASUO plan may be purchased during the registration process. Questions about the minimum requirements should be directed to Ginny Stark, International Student Adviser, Office of International Education and Exchange, 330 Oregon Hall, University of Oregon, Eugene OR 97403; telephone (503) 346-3206.

**Course Numbering System**

| 500–599 | Courses that offer graduate-level work in classes that include undergraduate students |
| 600–699 | Graduate courses for graduate students only |
| 503, 507, 508, 510, 601–610 | Graduate and professional courses that may be repeated for credit under the same number. Credit ranges indicate minimum and maximum credit available in a single course, and credit is assigned according to the work load in a particular course. Some departments have established different credit ranges than those specified below. |
| 503 Thesis (1–16R) | |
| 507 Seminar: [Term Subject] (1–5R) | |
| 508 Workshop, Laboratory Projects, or Colloquium: [Term Subject] (1–21R) | |
| 510 Experimental Course: [Term Subject] (1–5R) | |
| 601 Research: (1–16R) | |
| 602 Supervised College Teaching (1–5R) | |
| 603 Dissertation (1–16R) | |
| 604 Internship: [Term Subject] (1–16R) | |
| 605 Reading and Conference: [Term Subject] (1–16R) | |
| 606 Field Studies or Special Problems (1–16R) | |
| 607 Seminar: [Term Subject] (1–5R) | |
| 608 Workshop, Special Topics, or Colloquium: [Term Subject] (1–16R) | |
| 609 Terminal Project, Practicum, or Supervised Tutoring: [Term Subject] (1–16R) | |
| 610 Experimental Course: [Term Subject] (1–5R) | |
| 704 Internship: [Term Subject] (1–16R) | |
| 705 Reading and Conference: [Term Subject] (1–16R) | |
| 706 Field Studies or Special Problems (1–16R) | |
| 707 Seminar: [Term Subject] (1–5R) | |
| 708 Workshop, Special Topics, or Colloquium: [Term Subject] (1–16R) | |
| 709 Terminal Project, Practicum, or Supervised Tutoring: [Term Subject] (1–16R) | |
| 710 Experimental Course: [Term Subject] (1–5R) | |
| 700–799 | Except in the School of Music, courses of a highly technical nature that count toward a professional degree only, not toward advanced academic degrees such as an M.A., M.S., or Ph.D. Both 600- and 700-level courses with the MUP prefix denote graduate courses that apply toward advanced academic degrees in the School of Music |

**GENERAL REQUIREMENTS AND POLICIES**

**Course Registration Requirements and Limits**
A student may register for up to 16 credits of graduate or undergraduate course work. Registration in excess of this level requires payment of additional fees for each extra credit. Minimum registration is 3 graduate credits a term.

Graduate students working toward an advanced degree must be enrolled continuously until all requirements for the degree are completed (see Continuous Enrollment). Furthermore, those using faculty assistance, services, or facilities must register each term for at least 3 graduate credits to compensate for usage. This includes students who are only taking comprehensive final examinations or presenting recitals or terminal projects. In the term in which a student receives the degree, he or she must be registered for at least 3 graduate credits. If the student is completing a master's degree thesis in this final term, registration must include 1–3 credits of Thesis (503). If a doctoral dissertation is being completed, registration must include no fewer than 3 credits of Dissertation (603).

Students living elsewhere while writing a thesis or dissertation and sending chapters to an adviser for criticism must also be registered for a minimum of 3 credits per term; they may register for thesis or dissertation credits.

Various on- and off-campus agencies and offices have their own course-load requirements. For example, some agencies making student loans set registration requirements. The Office of the Registrar can certify a student's registration only for the credits indicated on an official registration card. Because the minimum registration requirements for the Graduate School may not satisfy some agency requirements, it is the student's responsibility to register for the number of credits required.

**Course Enrollment for Faculty and Staff Members**
Faculty and staff members wanting to take graduate courses should refer to the university's Faculty Handbook or Staff Handbook for information on regulations and fees.

Faculty members may not pursue an advanced degree in the department in which they hold an appointment. To pursue a degree in another department, they must submit a petition to the dean of the Graduate School for approval.

**Joint-Campus Program**
Graduate students at the university may, with adviser and departmental approval, take graduate courses at any of the other institutions in the Oregon State System of Higher Education. A student registers for these courses with the University of Oregon registrar, who records each grade on the academic record under Joint-Campus Course (JC 610). The student must be a matriculated UO graduate student in an advanced degree program and registered for UO courses the same term the JC 610 course is taken. A maximum of 15 credits may be applied toward a graduate degree program. Forms are available in the Office of the Registrar.
WICHE Regional Graduate Programs
The Western Interstate Commission for Higher Education (WICHE) coordinates a regional graduate exchange program to enable students from Alaska, Arizona, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming to apply for admission to selected professional programs and, if admitted, to be treated as resident students for tuition purposes.

The University of Oregon has graduate WICHE programs in historic preservation and exercise and movement science. For information about the following degree programs, write to the listed coordinators at the University of Oregon, Eugene OR 97403:

M.S. in historic preservation—Jerry V. Finrow, School of Architecture and Allied Arts; Ph.D. in exercise ad movement science—Louis R. Osternig, Department of Exercise and Movement Science.

Graduate Credit by Examination
Currently enrolled graduate students may submit a petition to the major department to receive graduate credit by examination for areas in which they feel qualified by experience or independent study. These areas must be directly equivalent to graduate courses listed by title in the current University of Oregon General Bulletin. Credit earned in this manner does not count toward satisfaction of the residence requirement for the master's degree. Procedures for credit by examination for graduate students are as follows:

1. The graduate adviser and the dean or department head of the division offering the course must approve the student's petition.
2. The student must pay in advance a special examination fee of $40 a course.
3. The student must complete arrangements for the examination at least one month before the examination date.
4. Graduate credit by examination is recorded as a P (pass) unless the course in question is listed in the most recent schedule of classes as graded only.
5. Credit by examination is not awarded for Thesis (503), Research (601), Dissertation (603), Internship (604), Reading and Conference (605), Workshop (508, 608), Practicum (609), and Experimental Course (510, 610)
6. Students may not receive graduate credit by examination for (a) courses they have previously failed at the university or elsewhere or (b) courses that would substantially duplicate credit already received and being applied toward an advanced degree at the university.

Petition forms are available in the Office of the Registrar.

Grade Requirements
For all master's programs, and for doctoral programs with credit requirements, students must maintain at least a 3.00 grade point average (GPA) in graduate courses taken in the degree program. Grades of D+ or lower for graduate courses are not accepted for graduate credit but are computed in the GPA. Similarly, the grade of N (no pass) is not accepted for graduate credit. A grade of pass (P) must be equal to or better than a B-.

A GPA below 3.00 at any time during a graduate student's studies or the accumulation of more than 5 credits of N or F grades—regardless of the GPA—is considered unsatisfactory. The dean of the Graduate School, after consultation with the student's home department, may drop the student from the Graduate School, thus terminating the student's degree program.

Other Graduate Classifications
A student not seeking a graduate degree may be classified as a graduate student doing graduate-level work as follows:

- premaster's postmaster's
- postdoctoral nonadmitted Community Education Program
- postbaccalaureate nonadmitted summer session

All earned credits in these classifications are recorded on the student's transcript.

Up to 15 graduate credits earned under one of the above classifications may later be counted in a master's degree program if endorsed by the school or department and approved by the Graduate School. (This is within the 15-credit maximum of transfer credit to a 45-credit master's degree program.) Approved credits may be used to meet all relevant university degree requirements.

I and Y Marks
Graduate students must convert a graduate course incomplete (I) into a passing grade within one calendar year of the assignment of the incomplete.

Students may request added time for the removal of the incomplete by submitting a petition, stating the course requirements that were not initially completed and signed by the instructor, to the dean of the Graduate School for approval. This policy does not apply to incompletes assigned to Thesis (503), Research (601), Dissertation (603), and Terminal Project (609). Thesis and dissertation credits are automatically converted when the thesis or dissertation is completed and accepted by the Graduate School. Research and terminal project credits should be converted by the instructor submitting a supplementary grade report to the Office of the Registrar. Incompletes remaining on the academic record subsequent to completion of a degree may not be removed.

Graduate students are not permitted to convert a mark of Y (no basis for a grade) unless the Y was the result of an administrative error.

Continuous Enrollment
Unless on-leave status has been approved, a student enrolled in an advanced-degree or graduate-certificate program must attend the university continuously until all program requirements have been completed. The student must register for 3 graduate credits each term, excluding summer sessions, to be continuously enrolled.

On-Leave Status
A graduate student interrupting a study program for one or more terms, excluding summer session, must register for on-leave status to

GRADUATE TUITION, FEES, AND FINANCIAL AID
Tuition and Fees
All fees are subject to change by the Oregon State Board of Higher Education. The tuition schedule for graduate students each term of the 1991–92 academic year was as follows:
A graduate student pays a nonrefundable $40 application fee and sends it with the application materials to the Office of Admissions. All authors of doctoral dissertations and master's theses are assessed a microfilming fee to cover reproduction costs. Every doctoral student must submit the dissertation to University Microfilms International in Ann Arbor, Michigan. Copyrighting is optional. Consult the University of Oregon Style and Policy Manual for Theses and Dissertations, for sale at the Graduate School, for more information.

**Fellowships and Financial Aid**

At the University of Oregon, financial aid is available through graduate teaching and research fellowships (GTFs), training grant stipends, scholarships, work-study, loans, and part-time jobs. GTFs are available to qualified graduate students who are enrolled in the Graduate School and have been admitted to an advanced degree program. Inquire at the department for specific application deadlines. Fellowship awards are made on the basis of the student's potential as a graduate student. Graduate teaching assistants and research associates are represented by the Graduate Teaching Fellows Federation (GTFF), American Federation of Teachers, Local 3544. Recruitment and selection follow established published procedures from departments and the provisions of the GTFF contract. Details of appointment procedures are available from the departments of instruction. Reappointment is subject to departmental policy but is always contingent upon making satisfactory progress toward the degree.

**Teaching Fellowships.** Nearly all schools and departments award GTFs. In 1992–93 minimum-level stipends at 0.49 FTE ranged from $7,481 to $8,932 for the academic year. The minimum appointment is a 0.20 FTE (full-time equivalent) position. GTFs must be enrolled in an advanced degree program and must register for and complete a minimum of 9 graduate credits a term. Audit hours do not count. Tuition is paid by the university for up to 16 credits a term. Failure to complete the minimum of 9 credits a term may nullify an appointment.

Nonnative speakers of English who accept the Test of English as a Foreign Language (TOEFL) are represented by the Graduate School, for more information. Other forms of financial aid depend on financial need, defined as the difference between the cost of attending an institution and the amount the student or family can contribute toward these expenses. See the Student Financial Aid section of this bulletin for information on available aid and application procedures.

**International Students.** International students may work on campus during the school year but should not expect to work off campus. Those who hold student (F-1) visas are expected to have sufficient funds for the period of their studies. Their dependents are not usually allowed to work. However, if it is necessary for a dependent to work, students should write for assistance to the Office of International Education and Exchange, 330 Oregon Hall, University of Oregon, Eugene OR 97403, USA.

International students are eligible for the departmental teaching and research fellowships described above.

**MASTER'S DEGREES**

Master's degree candidates must fulfill the requirements of the Graduate School, which are listed below, and the additional requirements set by the school or department in which the degree is to be awarded. Consult the departmental sections of this bulletin for such requirements.

To earn a master's degree, students must complete an integrated program of study through either a departmental discipline or a program of interdisciplinary studies totaling no fewer than 45 credits in courses approved for graduate credit. As noted above, some departments require more than 45 credits. The credits must be taken after admission to the master's degree program (conditional or unconditional) or approved by petition. Of the total, 24 must be in University of Oregon graded courses passed with a GPA of 3.00 or better. A minimum of 30 credits in the major are ordinarily required for a master's degree with a departmental major. In addition, there must be at least 9 credits in courses numbered 600–699 taken in residence. The grade point average (GPA) of all graded courses must be 3.00 or better.

**Credit Requirements**

Students working toward a 45-credit master's degree with thesis must register for a minimum of 36 credits of course work and 9 credits of Thesis (503). By Graduate School general petition and with departmental approval, up to 3 of the 9 credits of thesis may be taken in Research (601) instead. Credit for thesis and research is given on a pass/no pass basis.

**Second Master's Degree**

Students earning the first master's degree from the University of Oregon may receive a second master's degree in another field by taking at least 30 graduate credits, of which 24 must be in courses taken for letter grades, after official admission as a master's degree candidate in the new major at the university. (This provision does not apply to a second master's degree in the Interdisciplinary Studies: Individualized Program [ISIP], because it is a composite master's degree program.) Schools and departments may require more than this minimum or may not approve the request. If the first master's degree is from another institution, the second master's degree must comply with the standard university master's degree requirements (45 credits). A Concurrent Master's Degree form is available in the Graduate School.

**Time Limit**

Students must complete all work for the master's degree within seven years, including transferred credits, thesis, the language requirement for an M.A., and all examinations.

**Residence and Enrollment Requirements**

The Graduate School requires for a master's degree a minimum of 30 credits (applicable to degree requirements) taken at the Eugene campus over a minimum period of two terms. A second master's degree also requires a minimum of two terms of full-time study on the Eugene campus. Individual schools or departments may have additional residence requirements. For example, the M.F.A. degree in studio arts has a residence requirement of two academic years (six terms).

In addition, students enrolled in an advanced degree program must attend the university continuously, except for summers, until all program requirements have been completed, unless on-leave status (maximum time of three academic terms) has been approved. In the term the degree is received, the graduate student must register for at least 3 graduate credits. For more information see Course Registration Requirements and Limits, Continuous Enrollment, and On-Leave Status under General Requirements and Policies.

**Transfer Credits**

Graduate. Graduate credit earned while a graduate student in another accredited graduate school may be counted toward the master's degree under the following conditions:

1. The total transferred credit may not exceed 15 credits in a 45-credit master's degree program.
The courses must be relevant to the degree program as a whole.
3. The student’s home department and the Graduate School must approve the transfer.
4. The grades earned must be A+, A, A-, B+, B, or P.

Transferred credit of this kind may not be used to meet the requirement of 24 credits in University of Oregon graded graduate courses. Graduate credit is not allowed for correspondence courses.

Reservation of Graduate Credit: Permission to Register for Graduate Credit. Since fall term 1991, a University of Oregon senior undergraduate must request permission to register for a graduate-level course. The student must file with the Graduate School prior to the beginning of the term of registration; he or she may choose to include the course in requirements—beyond all bachelor’s degree (300-level course only)—or may reserve the course as graduate credit for consideration by a department after admission as a graduate student. Registration in a graduate-level course is only available to senior-level students with at least a 3.00 grade point average (GPA) in the last three terms of work. A student may take a maximum of 9 graduate credits while classified as an undergraduate.

Transfer of Baccalaureate Credit. Undergraduates who have passed graduate-level courses during their senior year at the University of Oregon—past all bachelor’s degree requirements—may apply up to 9 credits toward a master’s degree within the overall 15-credit maximum for transfer credit.

Credits in Research (601); Thesis (503); Internship (604); Reading and Conference (605); Workshop, Special Topics, or Colloquium (503 or 608); and Practicum, Terminal Project, or Supervised Tutoring (609) do not qualify. Work in courses taken for letter grades (mid-B or better) and PIN courses, if accompanied by the instructor’s statement that the passing grade was equal to a mid-B or better, can count toward meeting all relevant university master’s degree requirements, with departmental or school approval. A Transfer of Baccalaureate Credit form (available at the Graduate School) must be filed within two terms of acceptance into a master’s degree program and within two years of earning the bachelor’s degree.

Other University of Oregon Transferred Credit. A maximum of 15 graduate credits earned at the University of Oregon while classified as a graduate post-baccalaureate student, enrolled in the community education program or in summer session as a nonadmitted graduate student, or graduate-certification student may later be counted toward the master’s degree (see Other Graduate Classifications under General Requirements and Policies), pending school or department endorsement and Graduate School approval. This is within the overall 15-credit maximum for transfer credit to a 45-credit master’s degree program. Grades earned must be A+, A, A-, B+, B, or P.

Distinction between M.A. and M.S. Degrees

Students pursuing an M.A. degree must demonstrate competence in one foreign language. The minimum requirement is the same as for completing the foreign language for the bachelor of arts degree. (See Requirements for the Bachelor of Arts in the Registration and Academic Policies section of this bulletin.) The student’s major department may establish a higher level of proficiency or a different method of determining that level. Language competence must be demonstrated within the overall seven-year limitation for completion of a master’s degree. There is no language requirement for the M.S. and professional advanced degrees unless the department so specifies.

Examinations and Thesis

The student’s major school or department may require qualifying, comprehensive, or final examinations or any combination of these. The content and methods of conducting such examinations are the responsibility of the school or department.

In some fields, all master’s degree candidates are required to submit a thesis; in others the thesis is optional. Students writing a thesis must complete the following procedures:
1. Request information from the major school or department about the various steps involved and the standards expected.
2. Purchase from the Graduate School a current copy of the University of Oregon Style and Policy Manual for Theses and Dissertations (only theses meeting the standards of style and form discussed in that manual are accepted).
3. Find out at the Graduate School the exact number of copies of the thesis to submit.
4. Submit three copies of an abstract (150-word maximum) to the Graduate School upon submission of the thesis and the abstract. The Graduate School assesses a fee for the mandatory microfilming of the thesis.

Summary of Graduate School Master’s Degree Requirements

The following outline of Graduate School requirements for master’s degree programs lists minimum requirements. Specific departmental requirements must also be met before the student is awarded an advanced degree.


*The school or department specifies whether a thesis is mandatory or optional; however, a student writing a thesis must register for 9 credits of Thesis (503). (Three credits of Research (601) may apply; the student must submit a general petition to the Graduate School.)

**Exception: College of Human Development and Performance, 24 credits for M.A. and M.S.

Interdisciplinary Master’s Degree Programs

In addition to specialized graduate work in the traditional fields of learning, the university provides opportunities for integrated interdisciplinary studies leading to the M.A. or the M.S. degree. These programs are planned according to the individual student’s interests and the established programs of study organized and administered through interdepartmental faculty committees. Graduate students pursuing a program of interdisciplinary studies may supplement graduate courses offered by the various departments and schools with individualized studies by enrolling under the following course numbers.

Interdisciplinary Studies Courses (IST)

503 Thesis (1-16R) P/N only
601 Research (1-16R) P/N only
602 Supervised College Teaching (1-5R)
605 Reading and Conference: [Term Subject] (1-16R)
606 Special Studies (1-16R)
607 Seminar: [Term Subject] (1-5R)
608 Colloquium: [Term Subject] (1-16R)
609 Terminal Project: [Term Subject] (1-16R)
610 Experimental Course: [Term Subject] (1-5R)

A student interested in one of the interdisciplinary programs approved by the Graduate Council should direct inquiries to the program director for approved programs and their directors are Asian studies, William S. Ayres; environmental studies, Alvin W. Uroqhart; folklore, Sharon R. Sherman; industrial relations, Gregory S. Hundleby; individualized program, Steadman Upham. Interdisciplinary studies programs in corrections, gerontology, and teacher education are inactive.

The requirements for an M.S. degree in interdisciplinary studies are the same as those for a departmental master’s degree, except those requirements relating to primary or secondary fields. For the M.A. degree, the student must show a reading knowledge of a foreign language either by examination (Graduate Student Foreign Language Test minimum score of 440) or by adequate undergraduate courses (satisfactory completion of the second-year college sequence). As with all work for the master’s degree, demonstration of language competence must be within the overall seven-year time limit.

Interdisciplinary Studies: Individualized Program

The individualized program is the university’s most flexible interdisciplinary program leading to M.A. and M.S. degrees. The program is intended to meet the needs of students with specific, well-articulated goals that cannot be reached through established departmental programs. Although flexibility is allowed in program design, the program must be composed of existing graduate courses from approved master’s degree programs in three professional schools, in three departments in the College of...
The Interdisciplinary Studies: Individualized Program (IS:IP) requires a total of at least 54 graduate credits; a minimum of 15 graduate credits in each of the three areas of concentration; and 9 credits for an integrated terminal project or thesis determined by the student and three advisers during the course of study. Additional guidelines in the IS:IP program include the following:

1. A maximum of 15 credits may be used from practicum, field studies, research, and reading and conference courses. Such credit must be distributed across all three areas of the program.

2. The terminal project or thesis consists of taking 9 credits distributed across at least two areas. Credit for this project is obtained by registering for Terminal Project (IST 609); credit for the thesis is obtained by registering for Thesis (IST 503).

3. At least 39 of the 54 minimum credits for the degree must be taken after the candidate is admitted to the IS:IP program. Admission is selective. Acceptance into the program is based on background qualifications, the statement of purpose, and the appropriateness and availability of courses and advisers within the university. An applicant who previously has been denied admission to a departmental graduate program at the university must have departmental permission in order to use that department as a program area. Consent must be obtained in writing from each of the three advisers, indicating their willingness to serve and their approval of the final listing of courses in each of the three areas. One of the three advisers must be designated as chair. Later changes in the program must be approved by both the adviser in the area involved and the IS:IP director. Address inquiries about the individualized program to Steadman Upham, Director, Interdisciplinary Studies: Individualized Program, Graduate School, University of Oregon, Eugene OR 97403.

Individualized Program: Applied Information Management. The interdisciplinary master's degree focusing on applied information management is designed as a professional master's degree serving the needs of Portland-area residents. Coordinated by the Continuation Center, the program combines course work in information management, business management, information design, and research methods. For individuals unable to pursue the degree program, nondegree certificates of completion are offered in each of the four content areas. The applied information management program is described in the Special Studies section of this bulletin. Address inquiries to Program Coordinator, Applied Information Management Program, University of Oregon Continuation Center, 333 Oregon Hall, Eugene OR 97403.

Individualized Program: Environmental Studies. Available through the Interdisciplinary Studies: Individualized Program, this special program of courses leads to an interdisciplinary master's degree focusing on environmental studies. The program is described in the Environmental Studies section of this bulletin. Address inquiries to Alvin W. Uqurghart, Director, Environmental Studies Program, 104 Condon Hall, University of Oregon, Eugene OR 97403.

Individualized Program: Folklore. Available through the Interdisciplinary Studies: Individualized Program, this special program of courses leads to an interdisciplinary master's degree focusing on folklore studies. The program is described in the Folklore and Ethnic Studies section of this bulletin. Address inquiries to Sharon R. Sherman, Director, Folklore and Ethnic Studies Program, 466 Prince Lucien Campbell Hall, University of Oregon, Eugene OR 97403.

Individualized Program: Gerontology. This program is inactive.

Interdisciplinary Studies: Industrial Relations. The industrial relations program provides a professional education for individuals who want to pursue a career in human resource management, labor relations, and related areas. See the College of Business Administration section of this bulletin.

Interdisciplinary Studies: Corrections Program. This program is inactive.

Interdisciplinary Studies: Teaching. This program is inactive.

DOCTORAL DEGREES

Doctor of Philosophy

The degree of doctor of philosophy (Ph.D.) requires distinguished achievement in both scholarship and original research. The degree is granted chiefly in recognition of the candidate's high attainment and ability in a special field of an academic discipline, as shown by work on required examinations and by the preparation of a dissertation. Minimum university and school or department requirements of residence and study must be satisfied. The requirements for all Ph.D. degrees established by the Graduate School are given below. Individual programs have additional specific requirements, which are presented in the departmental sections of this bulletin. It is recommended that a student not take all undergraduate and all graduate work at the University of Oregon.

Residence and Credit Requirements

For the Ph.D. degree the student must complete at least three years of full-time graduate-level academic work beyond the bachelor's degree, of which at least one academic year must be spent in residence on the Eugene campus after the student has been classified as a conditionally or an unconditionally admitted student in a doctoral program. One academic year consists of three consecutive terms of full-time study, with a minimum of 9 completed graduate credits a term. Research (601) and Dissertation (603) may be a part of the 9 credits per term, although dissertation credits are not recorded as completed until the final dissertation is submitted.

A doctoral candidate may fulfill the residency requirement during the period in which he or she works toward a master's degree on the university campus as long as the doctoral degree program immediately follows the master's degree program and when both the master's degree and the doctoral degree are in the same discipline.

Students working toward a Ph.D. or professional doctorate must register for a minimum total of 18 credits in Dissertation (603); with departmental and Graduate School approval, up to 6 of the 18 credits may be in Research (601). Credit for Dissertation and Research is recorded as pass/no pass. Credit for Dissertation (603) is not accepted until the candidate is advanced to candidacy.

Language Requirement

Individual schools or departments may require knowledge of a foreign language or of other specialized disciplines, such as computer science or statistics, as part of a Ph.D. program. For information on such requirements, consult the school or department directly.

Advisory Committee

The advisory committee is appointed by the department and determines the work to be completed in light of the student's academic background and objectives. This committee usually consists of the student's adviser(s) and, with the student's adviser(s) chairing.

Examinations and Advancement to Candidacy

Every student must pass a group of comprehensive examinations (oral, written, or both) that cover the primary areas of the student's program and, if applicable, any supporting area required by the department. The student is responsible for material directly covered in completed graduate courses and for additional independent study in his or her field.

Within two weeks after the student has passed these examinations, the home department must submit a report to the dean of the Graduate School recommending advancement to candidacy.

Dissertation

All candidates must submit a dissertation based on independent and original research. The dissertation must contribute significantly to knowledge, show a mastery of the literature of the subject, be written in acceptable literary style, and conform to the standards outlined in the University of Oregon Style and Policy Manual for Theses and Dissertations. Copies of the manual are for sale at the Graduate School office and the UO Bookstore. The preparation of the dissertation usually requires the greater part of one academic year.

Dissertation Committee. Following advancement to candidacy, the candidate's department proposes the membership of the dissertation committee to the dean of the Graduate School, who appoints the committee after approving it. The committee includes at least four instructional faculty members with the rank of assistant professor or higher. Three of the members are from the department awarding the degree and one is from outside the department. When appropriate, some of the "department" committee members may be from another department, with the approval of the dean of the Graduate School and the department. The committee should be proposed to the dean
within one month after advancement to candi­dacy but in no case later than six months before completion of the dissertation. A detailed description of the policy on dissertation committees is available in the Graduate School, 125 Chapman Hall.

**Dissertation Registration.** The dissertation committee cannot be appointed formally, nor can Dissertation (603) credits be accepted, until the candidate is advanced to candidacy.

**Defense of Dissertation.** Formal, public defense must take place on the campus at a date set by the committee chair and approved by the Graduate School.

Tentative approval of the dissertation by the committee is recommended prior to formal defense. This evaluation is based on copies of the final manuscript, which the candidate provides for the dissertation committee at least three weeks before the formal defense. Four copies of the dissertation abstract (350-word maximum) must also be filed with the Graduate School at this time. The time and place of the defense must be publicly noted. The dissertation committee must be present at the defense, and the chair of the committee must certify to the Graduate School within two weeks following the defense that the defense was held as scheduled.

**Completion of Dissertation.** Within two weeks following the defense of the dissertation but before the dissertation is submitted in duplicate to the Graduate School, each member of the dissertation committee must confirm in writing approval or disapproval of the final version. Approval requires a unanimous vote. In the event of a split vote, the dean of the Graduate School determines the review procedure after consultation with the student, the department chair (or the school dean), and the committee.

Following final approval of the dissertation, two copies must be submitted to the Graduate School. Committee members should sign approval of the dissertation only if they have seen and approved what is substantially a final draft and if they are willing to delegate the overseeing of remaining minor revisions to the chair. If this is not the case, they should not sign the final oral form. If no signed approval form is received by the Graduate School within two weeks following the scheduled oral examination, another oral examination must be scheduled for defense of the dissertation.

**Time Limit**
The one year of residency required to be spent on the Eugene campus, the passing of the comprehensive examinations required for advancement to candidacy, and the completion of the doctoral dissertation must all be accomplished within a seven-year period. If this period is exceeded, either a second year of residency or a new set of comprehensive examinations or both are required. In addition, some departments may require that the dissertation be completed within a certain number of years after advancement to candidacy (e.g., three years) to ensure currency of knowledge. Students are responsible for informing themselves regarding individual departmental regulations.

**Continuous Enrollment**
Unless on-leave status has been approved, a student enrolled in a doctoral program must attend the university continuously until all program requirements, including submission of the dissertation to the Graduate School, have been met. To be continuously enrolled, the student must register for 3 graduate credits each term, excluding summer sessions. Following advancement to candidacy, only a single academic year of registration in absentia is allowed. See On-Leave Status under General Requirements and Policies. When registering in absentia for a reduced fee, the doctoral candidate acknowledges that he or she is neither doing any work toward the degree nor using any university or faculty services (e.g., no examinations are being taken, no committee changes are being processed, and no dissertation chapters are being sent in for review). This in absentia registration maintains the student's status as a degree candidate and reserves a place for dissertation supervision and other academic affairs upon the student's return to active enrollment within the seven-year time limit.

**Doctor of Education**
The doctor of education (D.Ed.) degree is granted in recognition of the candidate's mastery of theory, practice, and research in professional education.

**General Requirements**
A student interested in the D.Ed. degree in the College of Education must meet the requirements established by the college. In addition to a primary specialization, the student's plan of study should include work in supporting areas of education, such as foundations, research areas, and some noneducation courses related to the program. With the exceptions noted here, the general requirements for residence, dissertation, examinations, time limit, and continuous enrollment are the same as those listed for the Ph.D. degree.

**Dissertation**
The student should develop the dissertation proposal early in the doctoral program. The dissertation may be either a report of research that makes an original contribution to knowledge or a study in which the student deals with knowledge already available and produces a constructive result of importance and value for educational practice.

**Advancement to Candidacy**
Advancement to candidacy for the D.Ed. degree in the College of Education is based on the recommendation of a doctoral advisory committee and demonstrated proficiency in comprehensive examinations. The student may take these examinations only after (1) being admitted to the degree program, (2) substantially completing all of the planned course work, and (3) receiving the advisor's consent to take the examinations.

**Doctor of Musical Arts**
Requirements for the doctor of musical arts (D.M.A.) degree include formal admission, proficiency and comprehensive examinations, foreign languages, a program of study including area of emphasis, and a dissertation. Requirements for residence, time limit, and continuous enrollment are the same as those listed for the Ph.D. degree. See the School of Music section of this bulletin for details.

**Chronological Summary of Procedures Leading to Doctoral Degrees**

1. **Admission**

2. Continuous enrollment. Students enrolled in advanced degree programs must attend the university continuously, except for summers, until all program requirements are completed, unless on-leave status has been approved. Enrollment minimum is 3 graduate credits a term.

3. Course work and residence. Student's advisory committee, appointed by the department, school, or college, determines the program, which must include three years of accredited, full-time graduate work beyond the bachelor's degree, of which at least one academic year (three consecutive terms of full-time study—minimum of 9 completed graduate credits a term) must be spent on the Eugene campus.

4. Foreign languages or other specialized knowledge. Regulations are set by the department, school, or college.

5. Comprehensive examination, covering the major discipline, advances the student to candidacy for the degree. The examination is taken after the majority of required course work has been completed and after most of the requirements for the degree, except completion and defense of the dissertation, have been satisfied.

6. Appointment of dissertation committee, registration for Dissertation (603), and completion of dissertation. The committee is appointed following advancement to candidacy and at least six months before completion of dissertation. Typically, the committee consists of at least three members of the graduate faculty of the candidate's home department, school, or college as well as a Graduate School representative who is a graduate faculty member from outside the candidate's department, school, or college. A minimum of 18 credits of Dissertation (603) are required after advancement.

7. In absentia. Postadvancement doctoral students are allowed only a single academic year of registration in absentia following advancement to candidacy.

8. Application for degree made to the Graduate School. Deadlines are available from the Graduate School.

9. Defense of dissertation. Application for oral defense, confirmation of agreement to attend, and four copies of final abstract must be filed with the Graduate School no fewer than three weeks before the date of defense.

10. Dissertation publication, arranged through the Graduate School. Microfilming fee is required.

11. Granting of degree at end of term in which all degree requirements are satisfied.

12. Diploma, with commencement date, issued by registrar.
computing
250 computing center
telephone (503) 346-1700
Gordon P. Ashby, Joanne R. Hugi,
JQ Johnson, directors

university computing provides the university with central computing facilities and services to support instruction, administration, and research.

Hardware. Central computing hardware includes the VAXcluster, an array of large-scale VAX computers for interactive research and administrative applications; UNIX systems; PC and Macintosh instructional microcomputer laboratories; a fiber-optic campus network that provides interbuilding communications and access to outside networks; and mark-sense document scanners.

Software. The University Computing staff supports a sizable collection of programming languages, applications packages, and other software on the VAXcluster, including
- electronic mail and other communications software for use on UOnet and the Internet
- FORTRAN, Pascal, COBOL, C, PROLOG, and VAX MACRO programming languages
- SAS, SPSSx, BMDP, MINITAB, SCA, SHAZAM, RATS, and SYSTAT statistics packages
- special-purpose applications programs and packages, including TeX (text-formatting), IMSL (FORTRAN subroutine library), LISREL (linear structural equation modeling), MAPLE (symbolic mathematics), and NCAR and Exponent graphics packages

Services. Accompanying the Computing Center's hardware and software resources are a full complement of support services, including
- consulting assistance on a wide range of computing-related topics
- a microcomputer support center that offers information about the university's discount Microcomputer Purchase Plan, demonstrations of equipment, and assistance in making purchase decisions. A microcomputer services area provides public domain software, laser printing, consulting, disk and file transfer, and other microcomputer services
- a series of elementary and advanced workshops offered each term that provide instruction on computing-related topics
- limited contract programming
- network support, ranging from installation of network hardware and software to troubleshooting and diagnosing network problems
- data entry and scanning
- a documents library of vendor manuals, local documentation, and computing-related periodicals and textbooks
- microcomputer and electronics maintenance services

university computing is a service unit independent of the Department of Computer and Information Science, the academic department that offers credit courses toward bachelor's and advanced degrees. For information about that department, see the computer and information science section of this bulletin.

continuation center
333 Oregon Hall
telephone (503) 346-4231
In Oregon 1 (800) 524-2404
Curt Lind and Ronald E. Trebon, directors

Community Education Program
Corinne Hunt, Director
An important dimension of the university's continuing education responsibility is the Community Education Program, which provides an opportunity for individuals who are not formally admitted to enroll in university classes.

Community education students may register for a maximum of 7 credits a term at reduced fees. Credits earned through the Community Education Program are listed on a student's permanent UO academic record and are evaluated as transfer credits when applied to a graduate or undergraduate degree.

For more information write or call Community Education Program, 333 Oregon Hall, University of Oregon, Eugene OR 97403; telephone (503) 346-5614.

Continuing education
Curt Lind, Director
Continuing Education is the program through which the Continuing Center offers a wide range of educational activities in the Eugene area and throughout Oregon. Activities include credit and noncredit lectures, conferences, seminars, workshops, and formal courses. Topics include such diverse subjects as microcomputer applications, international affairs, business computing, art therapy, arts management, substance abuse, recreation and tourism management, teacher education, and educational administration. Subdivisions of Continuing Education are Off-Campus Programs, the Division of Conferences and Special Programs, and the Microcomputer Program.

Off-Campus Programs
The Continuing Center offers computer classes, nondegree certificates of completion, and graduate degree programs in the Portland area. The Off-Campus Teacher and Administrator Education Program serves teachers and administrators throughout Oregon. This program is described in greater detail later in this section. The interdisciplinary master of science (M.S.) degree and certificate programs in applied information management include course work in business management and information management and design. This program is described in the special studies section of this bulletin.

Off-Campus Teacher and Administrator Education
A special segment of Continuing Education is its off-campus service to teachers and administrators throughout the state. Courses are offered in local areas for both professional self-improvement and credential requirements.

Students are not required to complete formal admission procedures or to travel to the University of Oregon campus in Eugene to attend classes. Courses that enhance teaching skills, supervision skills, and public school administration are offered in a variety of areas. Teachers and administrators may also take courses in arts management, curriculum and instruction, educational policy and management, counseling psychology, school psychology, and special education. All courses and instructors are approved by the appropriate UO academic department.

Registration for these offerings takes place at the first class meeting. Courses can be arranged in most communities with strong student needs. Communities such as Ashland, Bend, Coos Bay, Klamath Falls, La Grande, Lebanon, Medford, Myrtle Creek, Portland, Redmond, Roseburg, and Salem have actively participated in the Off-Campus Teacher and Administrator Education Program. University of Oregon credit may also be arranged for community.
Microcomputer Program

The Microcomputer Program, a division of the Continuation Center, offers classes in Eugene, Medford, Portland, and other cities in Oregon. The intensive, interdisciplinary program offers practical experience on Apple IIe, Macintosh, IBM, and Compaq personal computers as well as on printers, plotters, digitizers, VCRs, and projectors. Courses show specific applications of computers to various areas of study.

The Microcomputer Program offers numerous noncredit educational activities. These include the University of Oregon Computer Camp for students ten to sixteen years old, workshops in basic computer skills for senior citizens, courses for university faculty and staff members on the use of the Macintosh and various applications software. Needs of the Eugene business community meet with such courses as General Introduction to the Macintosh Computer, Desktop Publishing with the Macintosh Computer, and Using Hypercard. Courses are also offered in Microsoft DOS, Lotus 1-2-3, dBase IV, Desktop Publishing with the IBM PC and Compatibles, and AutoCAD: Level I and Level II.

Summer Session

Ronald E. Trebon, Director

Enrollment during summer session does not require formal admission to the university. Formal admission is necessary only if a student decides to pursue a degree program. All summer courses offer university credit, and courses begin throughout the summer. In addition, all students pay in-state tuition. The free summer session bulletin is available in mid-April and lists all summer courses, fees, and registration information. In Oregon call toll free 1 (800) 524-2404; others call (503) 346-3475.

Financial Aid

The university has loans, grants, and part-time work available during the summer. Financial aid is available only for students who are admitted to the university and enrolled in a program leading to a degree or certificate. A student must be in good academic standing to receive financial aid. To apply for financial aid to attend the 1993 summer session, a student must have submitted a completed financial aid application for the 1992-93 academic year and any other necessary documents to the Office of Student Financial Aid on or before April 30, 1993.

Housing

Single- and multiple-occupancy rooms in university residence halls are abundant in summer. Student family housing is limited because most units are occupied during the summer by year-round students. Rental houses, apartments, and boarding houses are available near the campus.

Registration

The dates for the eight-week 1993 summer session are June 21-August 13. Telephone registration takes place May 17-June 3 and June 14-30. After June 30, students may register in person, if space is available, for courses that begin July 1 or later. Selected eleven-week courses begin June 21 and end September 3. Students may also register the first day of class.

Detailed information about summer session courses and registration procedures may be obtained from the summer session bulletin or by writing to Summer Session, 333 Oregon Hall, University of Oregon, Eugene OR 97403. In Oregon call toll free 1 (800) 524-2404; others call (503) 346-3475.

Herbarium

1811 Garden Avenue
Telephone (503) 346-3033
David H. Wagner, Director and Curator

The University of Oregon Herbarium is a systematically arranged collection of pressed, dried, mounted, and carefully labeled plants. The collection documents the flora of Oregon and the Pacific Northwest. Only a few specimens are from other parts of the world. The herbarium was established in 1903 and soon thereafter became the repository for the original collections of most of Oregon's resident pioneer botanists. A succession of professional botanists has cared for the herbarium since that time, beginning with Albert R. Sweetser and continued by Louis Henderson, LeRoy E. Detling, and Georgia Mason. Each contributed to the growth and significance of the collection and has left a valuable legacy in published studies of the flora of the region.

Current holdings are in excess of 120,000 prepared specimens of lichens, bryophytes, and vascular plants. The vascular plant Type Collection contains more than 1,100 nomenclatural types. The collection is used for research and educational purposes, mainly by students and scientists at the university. Several hundred specimens are sent each year for specialized study at other botanical institutions throughout the country and abroad. Current research, directed mainly toward solving regional taxonomic problems, includes special projects involving liverworts, ferns, and rare and endangered plants of Oregon. Educational activities center around training in systematic botany. Public services include identification of native plants for the general public, consultation with federal and state agencies, and informal community education programs.
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Facilities and Services

The University of Oregon Library supports the instructional and research programs of the university. Services provided by the library include reference, library instruction, online and CD-ROM searching, interlibrary loan, and reserve reading. The library has more than 19,000,000 volumes and subscribes to more than 18,000 journals. In addition to books and journals, the library has extensive collections of microforms; slides; maps; compact discs; phonograph records; films and videotapes; and state, federal, and international documents.

The University of Oregon Library system consists of the Knight Library, the law library, and four branch libraries. The Kenneth Lucas Fenton Memorial Law Library is located in the School of Law. The Science Library is located in the science complex; the Mathematics Library is in Fenton Hall. The Architecture and Allied Arts Library is located in Lawrence Hall, and the Map and Aerial Photograph Library is in Condell Hall.

The library's online catalog, Janus, provides computerized access to more than 675,000 titles in the library's collections. Using Janus, patrons can find out if a book is in the library or, if the book is checked out, its due date. Janus also displays information about materials on order or being processed. Information about journal receipts and holdings is constantly updated. All cataloged library materials added to the collection since 1975 may be accessed on Janus, including the complete holdings of the Architecture and Allied Arts Library, the law library, and the Mathematics Library. Janus includes the Expanded Academic Index, which provides access to article titles in more than 900 magazines and scholarly journals. Users can access Janus from terminals throughout the library system, over UOnet and Internet, and by dial-in.

Reference service is provided in all the libraries. In addition to the Expanded Academic Index, the library offers computerized access to more than 400 data bases, covering all disciplines. Although most of these data bases are bibliographic in nature, some provide directory information, numeric data, or full text. Selected data bases, available on CD-ROM (compact disk read-only memory) workstations that are located throughout the library system, allow patrons to create their own tailor-made bibliographies. Patrons who need more comprehensive or specialized search can make an appointment for an online search. For a fee, a librarian performs the search in consultation with the patron.

Regular tours of the Knight Library are offered during the first two weeks of each term on Wednesdays and Thursdays at 2:30 p.m. A HyperCard-based library information station is located in the circulation lobby. The library offers workshops, in-class presentations by librarians, and courses as part of its instruction program; these courses are listed in the Special Studies section of this bulletin.

The university library supports both undergraduate and advanced research. With membership in the Center for Research Libraries, and through interlibrary loan, many items not owned by the library can be obtained. The library's Special Collections contain 70,000 volumes, 20 million manuscripts, 130,000 photographic images, 75,000 architectural drawings, and 20,000 pieces of sheet music. The Oregon Collection contains specialized materials about Oregon history, life, and letters.

The library's Instructional Media Center supports the instructional and research endeavors of the university's faculty with more than a half-million-dollar inventory of audio-visual hardware and nonprint software. The center's services include centralized purchasing, maintenance, and distribution of equipment; support of audio programs and instructional television; graphics; film rental and distribution; and a satellite down link site for teleconferences and programming. Faculty members offer assistance and consultation for instructional improvement.

Dating from 1872, the records of the University of Oregon are on deposit in the University Archives, a department of the university library. These materials are open for research under the state of Oregon laws governing the use of public records. The archives contain several thousand photographs and negatives concerning the university community, audio tapes of campus events, and memoralia reflecting the history of the university. The University Archives are in the west end of Fenton Hall.

For library hours, call (503) 346-3054.

History

When the University of Oregon opened its doors in 1876, it did not have an official library. Then in 1881 Henry Villard donated a $100 to the college. As library grew during the next twenty years, the library moved to progressively larger quarters in various locations. The 1905 legislature appropriated funds for a new library building, now Fenton Hall. The building was completed in 1907, and a fireproof stack annex was added in 1913.

The Knight Library was designed by Ellis F. Lawrence and constructed in 1937. The handsome facade has been described as "exotic ... a combination of modernized Lombardy and Greco-Roman with art deco details." The building contains exceptionally fine exterior and interior decorative work, including the fifteen stone heads by Edna Dunberg and Louise Utter Pritchard, ornamental memorial gates by O. B. Dawson, carved wooden panels by Arthur Clough, and two large murals painted by Albert and Arthur Runquist. The 1937 building and the quadrangle it faces are listed on the National Register of Historic Places.

Additions to the Knight Library were constructed in 1950 and 1966. A third expansion and renovation project includes a 132,000-square-foot addition, which will be completed in late 1992. Substantial renovation of the existing building will be completed in late 1993.

Friends of the Library

The Friends of the Library is a volunteer membership organization founded in 1940 to promote the welfare of the University of Oregon Library. In addition to making financial contributions to the library, the Friends of the Library regularly sponsors lectures and social and cultural events that are open to the public.

More information is available in the Office of the University Librarian.

Borrowing Privileges

Students and faculty and staff members who have valid UO identification cards may borrow most library materials; students enrolled in the spring term may borrow materials during the summer. With a few exceptions, library materials may be renewed once either in person or by telephone. Other circulation services include holds and recalls for books checked out to other borrowers and searches for books that cannot be located in the stacks. Patrons may also request a printout of materials currently charged to their names. Borrowers are subject to fines for overdue materials. Borrowers who lose library materials or return damaged materials pay a replacement or repair charge, a service charge of $6 an item, and any accrued fines.

The libraries of the Oregon State System of Higher Education honor each other's faculty and currently validated student identification cards for the purpose of borrowing library materials, subject to the lending library's circulation and fine policies. Faculty members may apply for a reciprocal borrower's card, which allows them to borrow materials at more than seventy five research libraries.

SCHOOL OF LIBRARIANSHIP

The School of Librarianship was suspended in August 1978. Questions about the operation of this school should be directed to George W. Shimp, University Librarian, University of Oregon Library, Eugene OR 97403.

Library courses are listed in the Special Studies section of this bulletin.
MUSEUMS

CONDON MUSEUM OF GEOLOGY
Cascade Hall
Telephone (503) 346-4577
William N. Orr, Curator

The Condon Museum of Geology houses the geological collection of Thomas Condon, pioneer geologist and professor of natural history and geology at the University of Oregon. Condon was one of the first professors to join the faculty of the university when it was established in 1876. When he died in 1907 his personal and extensive collection of vertebrate fossils, which he used for teaching, became the permanent possession of the university. Since 1907 the collection has been added to by various people, particularly A. J. Shotwell during the 1950s and 1960s. The museum houses approximately 35,550 specimens. Vertebrate fossils make up the bulk of the collection, but it also includes some invertebrate fossils, large holdings of fossil plants (largely leaf impressions), and several thousand skulls and skeletons of recent birds, reptiles, amphibians, and fish. Several hundred technical papers have been published documenting the collections, and some research on the collections has been published in the University of Oregon Museum of Natural History bulletin series. A list of publication titles and a pamphlet with additional information about the museum may be obtained by writing to the Condon Museum of Geology, University of Oregon, Eugene OR 97403.

MUSEUM OF ART
1430 Johnson Lane
Telephone (503) 346-3027
Stephen C. McCough, Director

The University of Oregon Museum of Art is a valuable resource for the visual arts on campus and in the Pacific Northwest. Among the museum's 12,000 works of art is a large and renowned collection of Oriental art, which principally represents the cultures of China and Japan but includes works from Korea, Cambod- dia, and Mongolia as well as American and British works of Oriental influence. The museum also has collections of Russian icon paintings; Gandharan and Indian sculpture; Persian miniatures and ceramics; ancient Roman glass; African art, mostly from Ghana and Nigeria; and works from European and American traditions. A strong collection of paintings and sculpture by contemporary Northwest artists contains more than 500 items by Morris Graves. The museum building was constructed in 1930 with private funds to house the Murray Warner Collection of Oriental Art, a gift from Gertrude Bass Warner. The adjoining courtyard is dedicated to the memory of Prince Lucien Campbell, fourth president of the university.

An important teaching resource for faculty members and students, the museum brings an ambitious schedule of temporary exhibitions to campus each year, often in collaboration with course offerings in academic departments. Museum staff members encourage student involvement at several levels, ranging from occasional volunteer opportunities to research on class projects. Volunteer docents give guided tours through the museum's collections and special exhibitions. Tour appointments may be made by calling the Museum of Art office.

The museum's membership program, the Friends of the Museum, provides financial support for a variety of museum activities, including exhibitions and the purchase of art for the collections. Membership is open to the public, and dues range from $10 (student) to $500 and higher (benefactor). The Friends of the Museum organizes fund-raising events regularly for the museum, and members serve as volunteers in museum activities.

Admission to the museum is free. A small gift shop offers unusual items related to the museum's collections. Museum hours are noon to 5:00 p.m., Wednesday through Sunday.

MUSEUM OF NATURAL HISTORY
1680 East 15th Avenue
Telephone (503) 346-3024
Don E. Dumond, Director

The Museum of Natural History offers changing exhibits in the natural and cultural sciences. Museum programs include lectures, receptions, and field trips to archaeological and geological sites around the state. Workshops about artifact identification, stream ecology, and native American traditions are offered, and facilities are available for use in connection with university classes in biology, geology, anthropology, folklore, and other appropriate subjects. The museum gift shop features natural-history publications and gifts.

The Museum of Natural History was originally established in 1936 as an umbrella organization to include existing research collections such as the Condon Museum of Geology, the University of Oregon Herbarium, and the Oregon State Museum of Anthropology. Since 1977, when some of the subsidiary museums became autonomous, the Museum of Natural History has served as the public education and exhibit vehicle for those museums and for other university-owned reference collections that relate to natural history. Much of the direct financial support for museum programs is obtained from nonstate sources. A United States Department of Energy grant and private donations financed the building of a handsome new and expanded museum in 1987.

Group tours are offered by trained docents Wednesday through Friday, 9:30 a.m. to 4:00 p.m. Tours are by reservation only and require a minimum of two weeks' advance notice.

Museum and gift shop hours are noon to 5:00 p.m., Wednesday through Sunday. The museum is closed mid-August through mid-September and on university holidays. Admission is free, but donations are gladly accepted.

OREGON STATE MUSEUM OF ANTHROPOLOGY
1680 E. 15th Avenue
Telephone (503) 346-5120
Don E. Dumond, Director

Established by the Oregon Legislative Assembly in 1935 to serve as custodian of archaeological and anthropological material in the possession of the state of Oregon, the Oregon State Museum of Anthropology contains holdings that are among the most important in the Pacific Northwest. They include extensive archaeological collections resulting from excavations in Oregon and elsewhere in the Northwest that were begun by Luther S. Cressman and continued by numerous successors. The museum has a fine collection of northwest Indian baskets made before 1900. Collections of archaeological material from southwestern Alaska are also particularly important.

The Oregon State Museum of Anthropology also sponsors research in its field by faculty members and students and contracts archaeology for state and federal agencies. Facilities for fieldwork in archaeology are especially complete. The museum is administered as a division of the Museum of Natural History.

PORTLAND CENTER
720 S.W. 2nd Avenue
Portland OR 97204
Telephone (503) 725-3055

The University of Oregon's Portland Center, opened in 1987, is the headquarters for all university activities in the Portland area. The center includes branch offices for the Duck Athletic Fund, UO Bookstore, Continuation Center, and Labor Education and Research Center. All university programs can use the facilities for special events, seminars, workshops, and meetings. The center occupies approximately 9,000 square feet on the corner of Southwest Second Avenue and Yamhill Street, where the following services are available.

The UO Alumni Association holds monthly chapter meetings, meetings of the committees of the alumni association and its board, admission-information nights for Portland-area high school students, and social activities at the center.

The UO Foundation hosts receptions and committee meetings at the Portland Center. The Continuation Center coordinates the academic programs offered at the Portland Center. Faculty members from the University of Oregon campus in Eugene, representing various academic departments, participate in a multidisciplinary master of science degree program with an emphasis in applied information management. Additional workshops and seminars are available in other subject areas including architecture, journalism, law, music, and the arts and sciences. Courses in computing applications enroll 300 to 400 working professionals and other nontraditional students each month in noncredit courses. The Continuation Center has a full-time assistant director,
microcomputer laboratory manager, administrative assistant, and other support personnel at the Portland Center.

The Office of Admissions hosts presentations and receptions at the Portland Center for prospective students and their parents. Also available at the center are applications for admission and brochures containing general information about the university.

The Duck Athletic Fund has two full-time staff members in Portland. The staff coordinates fund raising, promotions, information, special events, and ticket information in the Portland area. The office is headquarters for the Oregon Club of Portland, an athletics booster organization, which also employs a full-time office assistant.

The UO Bookstore outlet sells memorabilia, emblematic clothing, books by faculty members, and football game tickets. The Labor Education and Research Center provides resources to Oregon workers and their labor organizations; the Portland Center is the base for LERC’s offerings in northern Oregon. Included in the offers are both noncredit and credit short courses, workshops, conferences, and institutes.

RESEARCH INSTITUTES

110 Johnson Hall
Telephone (503) 346-3186
John T. Moseley, Vice-President for Research

Several interdisciplinary institutes provide opportunities for graduate training and research in addition to those offered by schools and departments. Institute members hold faculty positions in related academic departments. Graduate students who intend to do thesis or dissertation research work in one of the institutes must also satisfy the graduate degree requirements of the related department through which they will receive their degree.

Students who want to work in any of these fields may obtain detailed information from the institute directors concerning the programs and available financial aid.

ADVANCED SCIENCE AND TECHNOLOGY INSTITUTE

318 Hendricks Hall
Telephone (503)346-3189
Robert McQuate, Executive Director

The Advanced Science and Technology Institute (ASTI) is a joint institute of the University of Oregon, Oregon State University, Oregon Health Sciences University, and Portland State University. The institute’s purpose is to increase business and corporate access to research and scholarship of participating universities. Toward this end, ASTI

- Organizes colloquia, workshops, and conferences in various research areas
- Publishes the quarterly newsletter Connections
- Administers the Industrial Associates Program
- Promotes industry-university collaboration on specific research topics
- Solicits industry support for research programs
- Facilitates technology transfer (patent and licensing agreements) in coordination with the technology-transfer offices at Oregon universities
- Supports statewide economic-development initiatives on behalf of university research programs

BUREAU OF GOVERNMENTAL RESEARCH AND SERVICE

331 Hendricks Hall
Telephone (503) 346-5232

Faculty
Emeriti
Robert E. Keith, planning consultant emeritus (urban and regional planning). B.S., 1944, Kansas State, M.Arch., 1950, Oregon. (1963)
A. Mark Westling, planning and public works consultant emeritus (planning and public works). B.S., 1943, Washington (Seattle). (1947)
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

The Bureau of Governmental Research and Service is being closed due to budget reductions. However, the above listed faculty members are continuing at the university and may be available for externally funded projects and consultation. Bureau publications also continue to be available.

CENTER FOR ASIAN AND PACIFIC STUDIES

110 Gerlinger Hall
Telephone (503) 346-5087
Gerald W. Fry, Director

Advisory Board
William S. Ayres, anthropology
Kathleen G. Bowman, international affairs
Cynthia J. Brokaw, history
Kathie L. Carpenter, linguistics
Stephen W. Durrant, East Asian languages and literatures
Robert H. Felsing, library
Gerald W. Fry, international studies
Andrew E. Goble, history
John Lie, sociology
Glenn A. May, history
Gerardo R. Ungson, management
Anita Weiss, international studies

The Center for Asian and Pacific Studies facilitates the coordination of undergraduate and graduate academic programs in Asian studies, East Asian languages and literatures, international business, international studies, Pacific Islands studies, and Southeast Asian studies. The center is committed to the development of innovative academic programs relating to Asia and the Pacific. One of its primary concerns is the support of individual and group developmental proposals leading to such programs. The center’s associates include close to seventy faculty members teaching and doing research in the humanities, social sciences, and sciences as well as in the UO professional schools and colleges. The center encourages the active involvement of its associates in interdisciplinary and cross-national teaching and research. By sponsoring visitors and public speakers and through collaborative efforts with other Oregon institutions, the center fosters a broader public awareness and knowledge of Asian and Pacific languages and cultural traditions. Through its outreach activities, the center encourages programs in public school education and provides a knowledge base to Oregon’s business community.

The Office of International Affairs oversees the Center for Asian and Pacific Studies.

CENTER FOR HOUSING INNOVATION

264 Onyx Bridge
Telephone (503) 346-4064
Donald B. Corner, Director

Participating Faculty
G. Z. Brown, architecture
Donald B. Corner, architecture
Howard Davis, architecture
Ronald W. Keller, architecture
Peter A. Keyes, architecture
Robert L. Thallon, architecture

The Center for Housing Innovation is a nonprofit, multidisciplinary research, development and public-service arm of the University of Oregon. The purpose of the center is to advance the state of knowledge and professional expertise related to the planning, design, construction, and manufacture of housing in North America, especially the Pacific Northwest. Center members are experts in housing production and manufacture, energy-related issues in housing, regulatory issues such as zoning and building codes, housing design, and user participation in housing and community design. Innovative use of wood products is a particular concern of the center.

With the strong core staff and a wide network of potential resources, the center undertakes research, consulting, educational, and community-service projects. These include research for government agencies, development of design and construction prototypes, creation of innovative community and neighborhood design plans, development of new zoning ordinances, services to architects and planners involved in housing design and construction, and services to civic, community, and neighborhood groups.

Undergraduate and graduate students in the various degree programs of the School of Architecture and Allied Arts are active participants in the activities of the center through course offerings by center faculty members, student employment opportunities, and research fellowships.
The Center for the Study of Women in Society offers grants, programs, and services to faculty members, graduate students, and community researchers to support and disseminate research on women and gender. More than one hundred scholars from twenty disciplines are affiliated with the center. The center fosters collaboration and interchange among researchers interested in questions about women, gender, and the new women's scholarship. Visiting scholars, seminars, conferences, and lecture series are part of the program. New directions for 1992-93 include a focus on women in the Pacific West, expanded links with extramural organizations that focus on women, and awards designed to stimulate and support efforts of scholars who seek funds from foundations and government agencies. Initial support for the center program was provided by a bequest from William B. Harris in honor of his wife Jane Grant, a writer and feminist, to establish a Fund for the Study of Woman.

The Chemical Physics Institute promotes fundamental research in atomic and molecular systems. A combination of concepts and techniques from traditional chemistry and physics disciplines offers a unique approach to this work. The main thrust of the institute is research on isolated atomic and molecular processes and their relation to condensed phase and interfacial phenomena. A principal mode of investigation is the interaction of matter and light including laser spectroscopy, synchrotron radiation, quantum optics studies, and traditional spectroscopy.

Problems under active investigation include high-resolution electronic spectroscopy of molecular ions and radicals to understand their structure and chemical dynamics. Fundamental studies are conducted of transient optical phenomena and related quantum optics subjects. Interfacial and surface phenomena are probed by second-harmonic generation techniques. The structure and dynamics of small clusters formed in molecular beams are studied by microwave, infrared diode laser, and visible laser spectroscopy. Experimental and theoretical studies elucidate inner-shell atomic processes and highly excited states of atoms in plasmas. Studies of electron correlation in atomic and molecular systems are conducted with sophisticated group theoretical methods, as are studies of large clusters. The dynamics of vibrationally excited molecules are studied using techniques of nonlinear dynamics. Larger molecules are studied with Raman and resonance Raman scattering including the far ultraviolet. Picosecond laser studies of dynamics and laser absorption and fluorescence techniques are also used for these large molecules.

This research environment encourages interdisciplinary exchange of ideas among faculty members and students. A student, regardless of departmental affiliation, may elect to work with a staff member from either chemistry or physics. Formal course work and degree requirements are handled through the cooperating departments. Facilities, support, and research guidance are provided for qualified undergraduates, graduate students, and postdoctoral fellows. Institute facilities include the UO Shared Laser Facility, which contains ten major laser systems spanning a frequency range from the infrared to the vacuum ultraviolet and covering a temporal range from continuous operation to durations shorter than a picosecond. The institute also participates in the Optical Science Center of Excellence, one of five UO Centers of Excellence in Advanced Science and Technology approved by the 1985 Oregon Legislative Assembly.

The Humanities Center, established by the Oregon State Board of Higher Education in 1983, seeks to serve and nurture a community of scholars, educators, and citizens. It is at once a research institute, a catalyst for educational innovation and coherence, and a public forum. Its primary activities may be categorized as follows:

Research. The center stimulates, supports, and disseminates important humanistic research.
Its program of Humanities Center Research Fellowships supports full-time research in residence for university faculty members. In addition, its Visiting Fellows Program brings to campus leading researchers from other institutions. The Humanities Center also provides other forms of research support in connection with travel, library needs, and research publication.

Curriculum. The center offers an innovative nonmajor undergraduate humanities program. This program seeks to provide opportunities for intellectual integration, self-examination, awareness of context, and the connection of humanistic theory to practice through courses that are both multicultural and interdisciplinary. Accordingly, these courses are offered in this humanities program rather than by individual departments. The center's Humanities Curriculum Development Awards provide faculty members with the support necessary to develop these courses.

Public Programs. The center offers a broad range of public lectures, conferences, symposia, exhibitions, and performances to extend humanistic understanding. These include a Distinguished Lecturers Program, a Humanities Lecture Series, and a Work-in-Progress Program as well as activities cosponsored with other groups.

Throughout these activities, the term humanities is understood to include literature; philosophy; history; the study of languages; linguistics; religion; ethics; jurisprudence; archaeology; history, theory, and criticism of the arts; and normative aspects of the social and natural sciences and the professions. In addition, the center seeks to explore the relations of the humanities to other disciplines and to question traditionally accepted disciplinary boundaries and self-understandings.

INSTITUTE OF COGNITIVE AND DECISION SCIENCES
38 Straub Hall
Telephone (503) 346-4941
Michael I. Posner, Director

Members and Associates
Cynthia Adams, exercise and movement science
Jacob Beck, psychology
Myles Brand, philosophy
Kathie L. Carpenter, linguistics
Robert T. Clemen, decision sciences
Scott DeLancey, linguistics
Sarah A. Douglas, computer and information science
John S. Dryzek, political science
Arthur M. Farley, computer and information science
Jennifer J. Freyd, psychology
Deborah Frisch, psychology
Morton Ann Gernsbacher, psychology
T. Givón, linguistics
Douglas L. Hintzman, psychology
Ray Hyman, psychology
Steven Keele, psychology
Shinobu Kitayama, psychology
Robert Mauro, psychology
John M. Orbell, political science
Risa I. Palma, geography
Michael I. Posner, psychology
Myron Rothbart, psychology
Paul Slovic, psychology
Kent A. Stevens, computer and information science
Terry Takahashi, biology
Marjorie Taylor, psychology
Russell S. Tomlin, linguistics
Don M. Tucker, psychology

The Institute of Cognitive and Decision Sciences, established in 1987, promotes the study of intelligent systems. The computer revolution has produced important new approaches to understanding the nature and functioning of intelligence as manifested in animals, humans, social organizations, and machines. University of Oregon faculty members study questions ranging from the neural basis of thought processes through the organization of memory and language to how individuals and groups make decisions and manage risks. Common to the institute is the use of observational and experimental methods to formulate and test theories. Faculty members and students from several departments meet weekly to discuss their research. There is an active collaboration with the Institute of Neuroscience and the university's Center for the Cognitive Neuroscience of Attention.

Research projects being carried out at Oregon include work on human-computer interaction, computer instruction, the perception and comprehension of language, semantics, attention, motor skills, visual cognition, memory, computer models of sensory and cognitive processes, neuropsychology of cognition and emotion, linguistic and conceptual development, social categories and prejudice, deception, social dilemmas, negotiation, decision theory, expert systems, and risk assessment. Off-campus facilities affiliated with the institute include Decision Research, in Eugene, and the Laboratory of Cognitive Neuropsychology, in Portland.

Courses, seminars, and research projects allow graduate and undergraduate students to participate actively in the life of the institute. Students wanting to do graduate work in cognitive and decision sciences should apply for admission to one of the participating departments.

INSTITUTE OF MOLECULAR BIOLOGY
297 Klamath Hall
Telephone (503) 346-5151
Brian W. Matthews, Director

Members
Alice Barkan, biology
Carlos J. Buszmanare, chemistry
Roderick A. Capaldi, biology
Vicki L. Chandler, biology
Frederick W. Dahlquist, chemistry
O. Hayes Griffith, chemistry
Dinne K. Hawley, chemistry
Brian W. Matthews, physics
Douglas Ry Meeks-Wagner, biology
Aaron Novick, biology
Stephen J. Remington, physics
Don M. Tucker, psychology

The Institute of Molecular Biology fosters research and training in contemporary biology at the molecular level by bringing together scientists from various disciplines into a common intellectual and physical space. Collaboration is encouraged through the sharing of facilities and ideas. Because a broad range of expertise is focused on related problems, researchers with specialties ranging from molecular genetics to physical biochemistry and protein structure directly benefit from each other.

Current research is directed toward understanding basic cellular mechanisms in both eu- and prokaryotes and prokaryotes, including control of gene expression and development, genetic recombination, replication and transcription of DNA, and chemotaxis. A more fundamental understanding is developed through studies of DNA-protein interactions as the basis for control of gene expression, protein structure through X-ray crystallography combined with molecular genetics, conformational changes in proteins as the result of ligand binding, and structure-function relationships in proteins and in membranes.

Faculty members in the institute hold academic appointments in the biology, chemistry, or physics departments. Graduate students are admitted through one of these departments and are supported by the institute. Prospective students should indicate an interest in the institute when applying directly to one of the participating departments.

Along with the Institute of Neuroscience and the Department of Biology's Cell Biology Program, the Institute of Molecular Biology is part of the Biotechnology Center of Excellence at the University of Oregon.

The institute includes the Center for Macromolecular Assemblies, funded by a grant from the Lucille P. Markey Charitable Trust.

INSTITUTE OF NEUROSCIENCE
222 Huestis Hall
Telephone (503) 346-4556
Monte Westerfield, Director

Members
Judith S. Eisen, biology
Barbara Gordon-Lickey, psychology
Marvin Gordon-Lickey, psychology
Steven Keele, psychology
Daniel P. Kimble, psychology
Charles B. Kimmel, biology
Gary A. Klug, exercise and movement science
Richard Marrocco, psychology
Peter M. O' Day, biology
Michael I. Posner, psychology
William Roberts, biology
Kent A. Stevens, computer and information science
Terry Takahashi, biology

The institute includes the Center for Macromolecular Assemblies, funded by a grant from the Lucille P. Markey Charitable Trust.
The objective of the interdisciplinary Institute of Neuroscience is to promote research training in the field of neuroscience at the university by providing a formal structure that facilitates collaboration among individual scientists and students from five departments. It fosters the development of a graduate curriculum in neuroscience that makes most efficient use of the participating faculty members.

The focus of the institute is on experimental neuroscience, with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. A special aspect of the program is an effective interdisciplinary approach to problems, brought about by the collaboration of scientists from various disciplines who have differing viewpoints about neuroscience. Within the program, a group of developmental neurobiologists is pursuing questions concerning the establishment of nervous-system patterns during growth. Members of the institute from biology and psychology are interested in various aspects of visual neurobiology. Additional research programs focus on the neuronal and neuroendocrine control of behavior, molecular neurogenetics, membrane biophysics, CNS regeneration, and proprioceptive mechanisms in humans.

The 1985 Oregon Legislative Assembly approved funding for five Centers of Excellence at the University of Oregon. Along with the Institute of Molecular Biology and the Department of Biology's Cell Biology Program, the Institute of Neuroscience is part of the Bio-Technology Center of Excellence. Staff members of the institute hold appointments in academic departments. Research scientists are encouraged to visit the institute for varying periods of time. A coordinated program of graduate instruction is offered, supported by faculty members associated with the institute. Graduate students who want to enter the program should apply through the appropriate academic department. For a list of relevant graduate courses offered at the university, see the Neuroscience section of this bulletin.

INSTITUTE OF THEORETICAL SCIENCE
450 Willamette Hall
Telephone (503) 346-5204
Davison E. Soper, Director

Members
Dietrich Belitz, physics
Howard J. Carmichael, physics
Paul L. Coonka, physics
Charles W. Curtis, mathematics
Nilendra G. Deshpande, physics
Marvin D. Girardeau, physics
Amir Goswami, physics
David R. Herrick, chemistry
Rudolph C. Hwa, physics
James N. Imamura, physics
James A. Isenberg, mathematics
Michael E. Kellman, chemistry
John V. Leun, mathematics
Robert M. Mato, chemistry
Joel W. McClure, Jr., physics
Davison E. Soper, physics
Robert L. Zimmerman, physics

 Associates
Thomas R. Dyke, chemistry
Warner L. Petricos, chemistry

The Institute of Theoretical Science provides a center for interdisciplinary research in overlapping areas of theoretical physics, theoretical chemistry, and mathematics. Current research focuses on the areas of statistical mechanics, chemical physics, theory of solids and liquids, nuclear theory, elementary particle theory, accelerators, X-ray and lasers, astrophysics, general relativity, and applied mathematics. Graduate students with adequate preparation in one of the science departments may do thesis or dissertation research in the institute. The institute also sponsors postdoctoral research associations and visiting professorships, usually funded by the United States Department of Energy and the National Science Foundation.

MATERIALS SCIENCE INSTITUTE
163 Willamette Hall
Telephone (503) 346-4784
Roger Haydock, Director

Members
Dietrich Belitz, physics
J. David Cohen, physics
M. Darby Dyar, geological sciences
Roger Haydock, physics
David C. Johnson, chemistry
Stephen D. Kevan, physics
Catherine J. Page, chemistry
Martin Wybourne, physics

 Associates
Russell J. Donnelly, physics
Kenneth M. Doxsee, chemistry
Richard G. Finke, chemistry
Thomas W. Mossberg, physics
Michael G. Mayneur, physics
Jack M. Rice, geological sciences
David R. Tyler, chemistry

The Materials Science Institute fosters research and education in the structure and properties of solids and liquids by encouraging collaborations between scientists in chemistry, geological sciences, and physics. The institute structure facilitates a coordinated attack on topical problems with ideas, techniques, and specialized resources. While the institute emphasizes the science of materials, applications are also important.

Current research, for example, will influence future developments in electronic, optoelectronic, solar-cell, and superconductor materials and devices as well as applications in catalysis and electrochemistry. Close coordination is also maintained with materials and device colleagues at nearby Oregon State University and with the state's microelectronics industry. Resources include materials preparation such as crystal and film growth; electronic, optical, and defect characterization equipment as well as X-ray diffraction; transmission electron microscopy and X-ray microprobing; a 5-MV Van de Graaf accelerator with a 1 pm scanning ion microprobe; a Convex C-1/XP minisupercomputer; electrochemical and ultra high-vacuum surface equipment; 10 T magnetic fields; nanometer structure fabrication; transport measurement; and low-temperature (0.3 K) facilities. The institute is located in the advanced science and technology building, which includes clean-room and microphysics facilities for fine-scale patterning of electronic and physics devices. Access is also available to the university's $2 million Shared Laser Facility and a resident helium liquefier. Regional collaboration provides institute scientists access to molecular beam epitaxy and metal-organic chemical vapor deposition growth methods as well as sophisticated semiconductor device fabrication facilities.

Current research topics include synthesis and characterization of novel metastable solids; characterization of heterostructure and amorphous materials, interfaces, and devices; surfaces, surface-reaction dynamics, and interface formation; limited dimensionality; organic conductors and polymer science; biotechnological materials; and ion-modification and ion probes for materials. Prospective students should apply to a participating academic department (chemistry, geological sciences, or physics) and mention specifically an interest in the institute.

The institute is one of five University of Oregon Centers of Excellence funded by the 1985 Oregon Legislative Assembly to encourage science activities that promote economic development. The state funds the institute administration and provides seed and match money for new faculty members. In addition to the institute's state budget, members receive federal and industrial grants averaging more than $1 million a year. Members of the institute are past or current recipients of a variety of distinguished awards.

OREGON INSTITUTE OF MARINE BIOLOGY
Charleston OR 97420
Telephone (503) 888-2581
Lynda P. Shapiro, Director

Faculty
Barbara A. Butler, library
Richard W. Cavenholt, biology
Richard B. Emlet, biology
Janet Hodder, assistant professor; program coordinator, B.S., 1977, University of Liverpool; Ph.D., 1986, Oregon. (1991)
Patricia M. Mace, geography
Stephan S. Rumrill, courtesy adjunct assistant professor; director of research, South Slough National Estuarine Reserve. B.A., 1981, M.S., 1983,

Janis C. Weeks, biology
Monte Wetterfield, biology
James A. Weston, biology
Marjorie Wooliscott, exercise and movement science
California, Santa Cruz; Ph.D., 1987, Alberta, Edmonton. (1990)
Lynda P. Shapiro, biology
Nora B. Terwilliger, biology
A. Michelle Wood, biology

The date in parentheses is the first year on the University of Oregon faculty.

The Oregon Institute of Marine Biology is situated on 107 acres of coastal property along Coos Bay on the southern Oregon Coast. The many different marine environments in that area provide the institute with an ideal location for the study of marine organisms. Current research focuses on invertebrate physiology and biochemistry, and on ecology and physiology of marine phytoplankton; it also permits graduate research on a range of related subjects.

The institute offers summer and fall programs for undergraduate and graduate biology students, and, in the spring, an interdisciplinary program for undergraduates. Facilities for individual research are available throughout the year. Courses include marine ecology, invertebrate zoology, vertebrate biology, comparative physiology, marine birds and mammals, algae, and biological oceanography. Students have the opportunity to conduct research projects in these areas. The institute also sponsors seminar programs on a variety of topics. For detailed information and applications, inquire at the Department of Biology on the Eugene campus or write to the Director, Oregon Institute of Marine Biology, Charleston OR 97420.

SOCIAL SCIENCE
INSTRUCTIONAL LABORATORY
72 Prince Lucien Campbell Hall
Telephone (503) 346-2547
Cathleen S. Leue, Director

The Social Science Instructional Laboratory (SSIL), part of the College of Arts and Sciences, is a state-of-the-art microcomputer laboratory. SSIL aids social science instructors teaching computer applications by scheduling and teaching computer application classes and providing students with consulting services. SSIL also supports social science graduate students conducting research. In addition, any student can gain access to SSIL’s facilities by purchasing a laboratory pass.

SSIL houses twenty-four networked IBM PS/2 model 30 computers and four printers including a laser printer. Software and hardware used to teach computer applications are available. SSIL offers a wide variety of software to analyze statistical data, course-specific software, and spreadsheet and word-processing software. In addition, SSIL users can access the university’s VAX mainframe computer through UOnet.

SOLAR ENERGY CENTER
202 Lawrence Hall
Telephone (503) 346-3656
John S. Reynolds, Director
Participating Faculty
G. Z. Brown, architecture
Virginia Cartwright, architecture
David K. McDaniel, physics
John S. Reynolds, architecture

The Solar Energy Center emphasizes a regional approach to research in the utilization of the sun’s radiant energy for heating water; for the lighting, heating, and cooling of buildings; and for the generation of electricity. Current work includes expanded collection and improved monitoring of insolation data in Oregon, evaluation of basic solar cell parameters, and development of passive solar design information in solar heating, passive cooling, and daylighting. The center’s efforts also include the development and distribution of information; the development of needed technology and the facilitation of its application; and the study of legal, economic, and subsequent technical problems that accompany solar energy development in this region.

University research personnel in the areas of architecture, planning, business administration, law, and physics are active in the center. In addition to continuing publications, the center sponsors frequent seminars attended by university and community people involved in various aspects of solar energy use. Courses in solar energy are offered in the architecture; planning, public policy and management; and physics departments.

OTHER RESEARCH FACILITIES

Listed below are research facilities described in other sections of this bulletin. Please consult the Subject Index for page references.

American English Institute. See Special Services under Services for Students
Architecture and Allied Arts Office of Research and Development. See School of Architecture and Allied Arts
Career Information System. See College of Education
Center for Advanced Technology in Education. See College of Education
Center for Environmental Design, Planning, and Visual Arts Research. See School of Architecture and Allied Arts
Center for Gerontology. See Gerontology
Center on Human Development. See Special Education and Rehabilitation
Center for Volcanology. See Geological Sciences
Charles H. Lundquist Center for Business Development. See College of Business Administration
Child Development and Rehabilitation Center. See Special Education and Rehabilitation
Clearinghouse for the Association of Computer-based Systems for Career Information. See College of Education
Communication Research Center. See Speech
DeBusk Memorial Center. See Counseling Psychology
Developmental Delay Clinic. See Special Education and Rehabilitation
Early Intervention Program. See Center on Human Development
Energy Studies in Buildings Laboratory. See School of Architecture and Allied Arts
ERIC Clearinghouse on Educational Management. See College of Education
Foreign Language Resource Center. See Romance Languages
Forest Industries Management Center. See College of Business Administration
Institute of Industrial Relations. See College of Business Administration
Institute of Industrial Relations. See College of Business Administration
Institute of Recreation Research and Service. See Leisure Studies and Services
International Institute for Sport and Human Performance. See College of Human Development and Performance
International Society for Technology in Education. See College of Education
Labor Education and Research Center. See Special Studies
Malheur Field Station. See Biology
Northwest Regional Consortium for Southeast Asian Studies. See Asian Studies
Ocean and Coastal Law Center. See School of Law
Oregon School Study Council. See College of Education
Parent and Child Education Program. See Center on Human Development
Pine Mountain Observatory. See Physics
Regional Daylighting Center. See School of Architecture and Allied Arts
Russian and East European Studies Center. See Russian and East European Studies
Slocum Sports Medicine and Fitness Research Laboratory. See Physical Education and Human Movement Studies
Specialized Training Program. See Center on Human Development
Speech-Language-Hearing Center. See Special Education and Rehabilitation and Special Services under Services for Students
University Affiliated Program. See Center on Human Development
Western Regional Resource Center. See Center on Human Development
Services for Students

364 Oregon Hall
Telephone (503) 346-3105
Gerard F. Moseley, Vice-Provost for
Academic Support and Student Services

Under the general direction of the vice­
provost for academic support and student ser­
vices and with the assistance of the dean of
students, the university provides an array of
services and programs to help students benefit
more fully from their educational programs.
These services are described below.

ACADEMIC ADVISING
AND STUDENT SERVICES

Advising Services
The Office of Academic Advising and Student Services advises students who have not de­
clared an academic major. Classified as arts
and sciences premajors, these students are as­
signed advisers from the academic advising and
student services staff or from selected faculty
members in the College of Arts and Sciences.
The staff also coordinates advising meetings
between students who have indicated a major
preference and faculty advisers from academic
departments. Students in the prehealth sci­
ces and prelaw receive special advising assis­
tance in this office.

Workshops, held throughout the year, include
How to Apply to Graduate School, How to
Choose a Major, Preparing for Law School,
and Redirecting Academic Focus.

Students interested in careers that use inter­
personal and problem-solving skills are trained
by office staff members to assist other students
who come to the Office of Academic Advising
and Student Services for peer advising. The
opportunity to work with and assist profes­
sional counselors gives student advisers valu­
able skills, increases their knowledge of the
university, and builds self-confidence. More
information is available from the coordinator
of the office’s peer advising program.

Students seeking help with a variety of problems
such as choosing a major, making a smooth
transition to the university, cutting red tape,
and withdrawing from the university also re­
cieve assistance in this office. Students may
drop in weekdays between 9:00 a.m. and 5:00
p.m. to seek advice about general university re­
quirements and personal or academic problems.

Services for Student Athletes
The counselor for student athletes provides
academic advising for student athletes. The
counselor is available to all student athletes
listed on a varsity roster to help them balance
academic responsibilities with athletic activi­
ties. The counselor also assists student athletes
with academic program planning and course
registration issues as well as monitoring their
academic progress. The counselor can provide
information about academic majors and help
student athletes relate academic interests to
potential career opportunities. Located in
McArthur Court, the office is open weekdays
from 8:30 a.m. to 4:30 p.m. including the noon
hour. For more information contact Margaret
Donaheu or Stacia Cooley; telephone (503)
346-5428.

Peer Advising
The Peer Academic Advising Program supple­
ments faculty advising available to under­
graduate students. Specially trained students
assist their peers in using academic advising
appointments to their best advantage. More
than twenty academic departments now par­
ticipate in the program.

Peer advisers have the opportunity to combine
instruction in problem solving and organiza­
tional and leadership skills with on-the-job ex­
perience. Students seeking advice can talk
over personal concerns about academic and
career goals with trained and empathetic fel­
low students.

For more information contact Patty Scott in
164 Oregon Hall; telephone (503) 346-1089.

Academic Standing
Academic standing at the university is deter­
mined by the grade point average (GPA) a stu­
dent earns in University of Oregon courses.
Good academic standing means that the stu­
dent has a cumulative GPA of 2.00 or better.
Academic sanctions are explained in the Reg­
istration and Academic Policies section of
this bulletin and in the schedule of classes.
Counselors in the Office of Academic Advis­
ing and Student Services are available to assist
students who are not in good academic stand­
ing.

STUDENT SERVICES

Adult Learners
The staff of the Office of Admissions helps
people who have been away from high school
or college courses for a number of years and
want to resume their education at the univer­
sity. These students are offered preenrollment
information and advice, help in resolving pro­
cedural problems, and general assistance to
ease the return to the classroom. After apply­
ing for admission, students may consult coun­
selors or student advisers in the Office of Aca­
demic Advising and Student Services. For
more information contact Hilda Yee Young in
164 Oregon Hall; telephone (503) 346-1068.

Emergencies
The Office of Academic Advising and Student
Services is the university contact point in the
event of an emergency situation involving a
student. For example, in the event of a sudden
family illness, the staff provides help in reach­
ing the student. In case of emergency, tele­
phone (503) 346-3211.

Freshman Interest Groups
Freshman Interest Groups (FIGs) are designed
to help students begin meeting general univer­
sity requirements while focusing on a particu­
lar area of interest and possibly a major. Stu­
dents in each interest group share enrollment
in three related courses. One of these classes
has a small enrollment, so that members are
likely to meet other students who share similar
interests. Besides the FIG courses, students
plan an individual schedule in consultation
with an adviser. Social and academic activities
are coordinated by a trained peer, who acts as
the FIG group leader. Freshmen who are unde­
cided about their majors and are not attending
the Early Orientation and Registration Pro­
gram (EORP) can join a FIG in September if
space is available. For more information con­
sult Jack Bennett in 164 Oregon Hall; tele­
phone (503) 346-1080.

Students with Disabilities
It is the policy of the University of Oregon
that no man or woman shall, solely by reason
of physical limitation, be subjected to discrimi­
nation or denied the benefit of, or be excluded
from, participation in any university program
or activity.

Staff members in the Office of Academic Ad­
vising and Student Services are available to
assist students with disabilities in obtaining re­
quired accommodations to facilitate comple­
tion of their studies. These accommodations,
in compliance with Section 504 of the Voca­
tional Rehabilitation Act of 1973, may consist
of modification of classroom techniques and
practices to accommodate visual or auditory
limitations; provision of lecture notes or auxil­
ary aids such as readers, audio-visual materials,
and sign language interpreters; and modifica­
tion, such as substitution or waiver of some de­
gree requirements, to allow accessibility to de­
gree or program objectives. Assistance is
available for registration, academic advising,
counseling, and referral information. For more
information consult Hilary Gerdes in 164 Or­
egon Hall; telephone (503) 346-1063.
AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY

474 Oregon Hall
Telephone (503) 346-3129

The University of Oregon is committed to equal opportunity in education and employment for everyone on campus. Students and employees have a legally protected right to a working and learning environment that is free from discrimination and harassment and free from retaliation.

Students and employees who feel they have encountered discrimination or harassment should inquire at the Office of Affirmative Action and Equal Opportunity for information on their rights, options, and resources. The Office of Affirmative Action and Equal Opportunity has information on grievance procedures and referrals. Confidentiality is respected for all parties.

ASSOCIATED STUDENTS OF THE UNIVERSITY OF OREGON

Erb Memorial Union, Suite 4
Telephone (503) 346-3724

The Associated Students of the University of Oregon (ASUO) is the recognized representative organization of students at the university. It is a network of agencies, activities, and programs designed to serve student needs and interests. Its purpose is to give students the opportunity to plan and direct their own programs, to become involved with every aspect of university life, and to influence the decisions that affect the quality of education and student life at the university. All students who pay incidental fees are members of the ASUO.

Organization. The ASUO elects five specialized branches of student government—the ASUO Executive, the Incidental Fee Committee (IFC), the Student Senate, the Erb Memorial Union Board, and the Associated Students President's Advisory Council (ASPAC). The ASUO Executive appoints part of the ASPAC and the EMU Board, the Constitution Court, and the ASUO Health Insurance Committee. Together these bodies provide governance, leadership, and representation for student concerns.

ASUO Executive. The ASUO Executive is composed of an elected president, a vice-president, and hired officers and staff members. It is the recognized voice of UO students and administers more than eighty-five funded ASUO programs. The ASUO Constitution describes the legal and procedural functioning and the general make-up of the ASUO Executive.

Incidental Fee Committee. The incidental fee program was established by the ASUO to support student nonacademic activities. It is a seven-member committee elected from the student body to allocate incidental fees. Each year all recipients of support from incidental fees (the ASUO student programs, the Department of Intercollegiate Athletics, and the EMU, among others) submit their proposed budgets to the ASUO Executive. The ASUO Executive submits its recommendations to the IFC. After a series of public hearings on each budget proposal, the committee presents its recommendations to the ASUO president, who forwards the recommendation on the allocation of incidental fees to the president of the University of Oregon. The final incidental fee budget is approved by the Oregon State Board of Higher Education.

Student Senate. The eighteen members of the Student Senate are elected for rotating two-year terms. Student Senate members represent specific academic departments and colleges. The Student Senate is the one-third of the University Senate; the other two-thirds are faculty members. Student Senate members are also full voting members of the University Assembly. The faculty body that debates and sets general university policies. In addition, Student Senate members staff an information and grievance table once a week in the lobby of the EMU, approve appointments, and help make up the ASUO Committee on Committees, which recommends students for more than eighty positions on twenty-six student-faculty committees.

EMU Board. The EMU Board is a fifteen-member committee consisting of students, faculty members, and EMU staff personnel. It is responsible for making general policy decisions and long-range plans for all aspects of the operation of the EMU. The board is responsible for allocating a $1 million budget to programs and service areas and for allocating space in the 200,000-square-foot facility. The board, which students form the majority, also advises staff members in the management and administration of the EMU.

Constitution Court. The ASUO Constitution Court, appointed by the ASUO president and confirmed by the Student Senate, serves as the court of appeals for the ASUO. The court has the authority to rule on any questions arising under the ASUO Constitution or any rule promulgated under it. This power of review covers almost any action by ASUO government bodies, programs, and individual students that fall under the ASUO Constitution.

Associated Students President's Advisory Council (ASPAC) offers discussion and advice about matters of student concern in monthly meetings with the UO president. The fourteen-member council includes representatives from the ASUO Executive, IFC, Student Senate, Residence Hall Governance Committee, EMU Board, ASUO programs, and two students elected for one-year terms from the student body at large.

ASUO Health Insurance Committee. The ASUO Health Insurance Committee, consisting of five students appointed by the ASUO president and confirmed by the Student Senate, is responsible for setting policy for the ASUO Health Insurance Program, hiring an insurance coordinator, negotiating contracts, and reviewing benefits offered.

Student Interests

Advertising Club is a national organization of professional and student groups whose goal is to encourage students to enter advertising careers.

Alpha Kappa Psi is a professional business fraternity that helps members gain experience in activities essential to their future careers.

Amazon Cooperative Child Care Center is a student cooperative offering good, low-cost care and seminars on parenting, teacher education, and child development.

Amazon Community Tenants, an elected body, represents the interests of Amazon tenants and participates in the Family Housing Board, which sets all policies concerning the Amazon housing complex.

American Institute of Architecture Students offers speaker and film series, peer advising, design competitions, and tours of local architecture offices.

American Society of Interior Design educates students about interior design and related issues.

Asian-Pacific American Student Union serves the university's considerable population of Asian-Pacific Americans.

ASUO Course Guide is distributed to students and faculty members free of charge each term. It contains descriptions of courses offered.

Avenue is the student newspaper of the School of Architecture and Allied Arts. It is published three times a year by the university's student chapter of the American Institute of Architects.

Big Brother/Big Sister Program of Mid-Oregon provides UO student friends to children in single-parent homes. Other student volunteers are advisers for junior and senior high school programs.

Black Student Union serves as a support group for black students and exposes the university and Eugene-Springfield communities to black culture by sponsoring social and cultural events.

Campus Information Exchange is a computer conferencing service available to all UO students and to faculty and staff members.

Campus Radio offers opportunities to learn radio broadcasting in a hands-on environment. All aspects of management and operation are conducted by students in a professional atmosphere with the intent of developing innovative programming. Music, information gathering, and dramatic productions are emphasized, and technical training is provided from operation to repair.

Center for Innovative Educational Development is an ASUO-sponsored program that allows university students and community members to teach unique courses that are not represented in the standard UO curriculum.

Chinese Student Association coordinates academic, social, and cultural activities for about 300 UO Chinese students.

College Republicans, the official campus affiliate of the Republican Party, works in campaigns, registers voters, attends Republican Party conventions, and works to have legislation approved.
M.B.A. Association aims to improve the UO graduate business program through student involvement.

MEChA (Movimiento Estudiantil Chicano de Aztlán) coordinates Chicano student activities and represents the interests of Chicano students at the university.

Mediation Program is a service provided to students by the ASUO and the university. Mediation provides prenegotiation problem resolution to students or student groups. The program offers workshops and courses to members of the university community.

Men Against Rape works to separate the myth from the reality of student assault and domestic violence. Members lobby for a safer physical environment for women and children. Educational programs are being developed for presentation to student and community groups.

Minority Law Students Association helps minority law students make the transition to legal study and supports them in law school.

Native American Student Union, an important part of the native American community, is an ethnic student association that works with students, community organizations, and Northwest tribes.

Office of Student Advocacy (OSA) is a constituent service of the ASUO providing representation, at no charge, to students in matters of student grievances, conduct code, and related matters. OSA helps students resolve problems arising out of university life.

Oregon Commentator, a conservative student-run newspaper, serves as an alternative to the Oregon Daily Emerald.

Oregon Daily Emerald is the UO's independent student newspaper. The ASUO purchases a subscription for each UO student.

Oregon Marching Band is the musical representation of UO spirit at all home football games and selected away games. Members also participate in the Basketball Band and the Green Garter Band.

Oregon Marine Student Association coordinates student activities between the Eugene campus and the Oregon Institute of Marine Biology in Charleston, Oregon.

Oregon Student Lobby provides a collective voice for students of Oregon's institutions of higher education to influence public policy decisions. It conducts research on issues affecting students, lobbies decision makers, and provides a mechanism for sharing information among students.

Oregon Student Public Interest Research Group (OSPIRG) is a consumer and environmental advocacy organization.

Panhellenic Council consists of representatives from campus sororities. Its members are sorority leaders who serve as links to the university administration, the Interfraternity Council, other sororities, and other student groups. The council promotes the understanding of the sorority system and furthers intellectual accomplishment and opportunities for leadership and campus involvement.

Philosophy Club stimulates philosophical thought by sponsoring speakers, papers, and discussions.

Pocket Playhouse, a student-run production agency, supplies space and funding for production workshops directed by students or guest artists, theater-related films, and other events. Students do not need to be majors in Speech: theater arts to participate.

Predental Club sponsors activities that present a general view of dentistry as a health-oriented profession. At these activities predental students educate other students about dental care and hygiene.

Prehealth Sciences offers seminars, professional school information, and clinical observation for premedical and predental students.

Prelaw Society provides services for prelaw students, including meetings, a newsletter, and an information area, especially for juniors and seniors engaged in the law school application process.

Project Saferide is a campus shuttle service for women that is available seven nights a week during the academic year. Its vans are driven by women and serve the university and family housing neighborhoods.

Singapore Student Association, a social and cultural organization, serves approximately 400 students from Singapore.

Sister University Project is a joint program between the University of Oregon and the University of EI Salvador.

Solar Energy Information Center pursues the advancement of solar energy and other alternative energies as viable paths to a sustainable future. The student-run center is a library of books and periodicals and serves as a clearinghouse for research, education, and information. The center also offers a free lecture series to the public.

Student Bar Association is the umbrella agency for student interest groups within the University of Oregon School of Law.

Student Campaign for Disarmament (SCD) is a response to the threat to world peace and human survival that is created by the escalating arms race, both conventional and nuclear. Through education and organization, SCD attempts to offer peaceful alternatives for a livable future.

Student Economics Association provides an educational forum in the field of economics.

The Student Insurgent is an alternative student-run newspaper of the left. It provides a forum for the diverse perspectives of people who seek an end to the oppression of societies based on class, gender, and race exploitation.

Students for the Ethical Treatment of Animals, a student-funded organization, provides education and public-outreach services about the exploitation of animals.

Survival Center is a clearinghouse for students interested in environmental concerns.

University Democrats is a campus organization that gives student Democrats a chance to be involved in local, state, and national politics.
University Song and Dance Troupe provides a creative outlet for students with interests in singing, dancing, and acting as well as entertainment for the university community.

University Theatre, the production wing of the theater arts program, is an independent organization that produces shows from its own box office.

UO YWCA provides services to women, minorities, and disabled youth through the Exceptional Friendship Program and the Outreach Program.

USSA, the nation's oldest and largest student organization, represents 4.5 million students nationwide and is the recognized voice of students in Washington, D.C.

Westmoreland Tenants Council, an elected body, represents the interests of Westmoreland family housing tenants.

Whitebird Clinic contracts with the ASUO to provide a nationwide Ridershare system free to UO students. Whitebird services include medical cases, drug treatment, and counseling.

Women in Communications, Inc. is a dynamic organization that helps communications students define their professional goals. Advantages for members include developing a national network of career contacts, hearing speakers and attending events on current issues in communications, and enhancing their educational experiences by meeting and working with a variety of creative people.

Women in Transition provides assistance and support to mature women who are returning to the university to further their education.

Women's Center provides a central location and staff for women's student organizations and services that support the cultural and educational development of women on campus, increase access to education for women, and improve retention of women. This office houses Women in Transition, the Women's Resource and Referral Service, Project Saferide, and the Women's Diversity Program.

Women's Resource and Referral Service offers resource information about health, housing, legal aid, financial assistance, scholarships, jobs, violence against women, and counseling and physician referrals by telephone to students who walk in. A lending library and files of information are available to students whose research concerns women's issues. The service also organizes events, films, speakers, and symposiums to educate the public.

BOOKSTORE

Thirteenth Avenue at Kincaid Street
Telephone (503) 346-4331
James L. Williams, General Manager

The University of Oregon Bookstore is just west of the campus. The bookstore was established in 1920 to serve students and faculty and staff members of the University of Oregon. The bookstore is open during the school year from 7:45 a.m. to 5:30 p.m., Monday through Friday, and 10:00 a.m. to 5:00 p.m. Saturdays. During the summer, the bookstore is closed Saturdays and opens at 8:15 a.m. weekdays.

Services
The bookstore is a small department store. The lower level displays a wide selection of school and office supplies as well as art and architecture supplies. Public restrooms are located at this level.

The street level offers a variety of merchandise, including calculators, computers, typewriters, televisions, and stereo equipment.

On the upper level, in the general book department, the bookstore offers more than 50,000 separate titles for reading pleasure. The store specializes in carrying books seldom found in other bookstores. If the bookstore does not carry a particular book or if it is out of print, the staff is always ready to make a special order. Bookstore staff members also enjoy recommending books to customers.

The course book department is located at the rear of the upper level. The bookstore sells both new and used course books at a discount and also saves students money throughout the year by buying back many books that will be used again on campus. The buy-back list is largest at the end of each academic term, when the bookstore brings in professional used-book buyers during finals week for the convenience of students wanting to sell their books. Each year the board of directors reviews the book department discount. Although there is no guarantee of a set discount, last year the bookstore gave a 9 percent discount off the publisher's list price to its members. Since 1973 the bookstore has returned more than $7 million to its members through this discount.

Specific services offered at the bookstore include no-charge check cashing, a U-Lane-O Exchange automatic teller machine, gift wrapping for store purchases, a free notary public service, free self-service coin lockers, key making, acceptance of Oregon Daily Emerald classified advertisements, postage stamp sales, a film-processing service, University of Oregon jewelry sales, graduation cap and gown sales, and rentals, a free campus telephone, public restrooms, and bicycle parking and benches outside the store.

The Portland Center
For the convenience of Portland-area alumni and friends of the university, the bookstore sells University of Oregon sweatshirts and insignia merchandise at the UO Portland Center. The center is located at 722 S.W. Second Avenue in Portland, telephone (503) 725-3055.

Organization and Management
For many years a cooperative store, the bookstore is now an independent, nonprofit corporation whose membership is comprised of all the students, faculty members, and civil-service staff members of the university. Policy is made by a board of directors of eight students, two faculty members, and one classified staff member. The directors are elected by the bookstore's membership in annual elections. The operation of the store is conducted by ten full-time managers and a large staff, many of whom are spouses of students or part-time students.

Policy
It is the fixed policy of the bookstore to supply the consumer needs of students and faculty members in the best manner possible.

The bookstore continually strives to find new ways to serve its membership better, and it welcomes suggestions and constructive criticism. To this end, a suggestion box has been placed in the lobby of the store with a standing invitation for all to use it. People are also welcome to call the manager and staff for additional information.

CAREER PLANNING AND PLACEMENT SERVICE

244 Hendricks Hall
Telephone (503) 346-3235
Lawrence H. Smith, Director

The Career Planning and Placement Service is the primary campus resource for students and alumni seeking career direction and employment assistance.

Career Planning. Career planning services help students combine educational and career goals. The Career Assessment Program provides a systematic approach for identifying skills, interests, and abilities. Individual counseling, the publication Focus Your Education, and the Special Studies course Career and Life Planning (CP SY 199) are available to help students select courses and majors to fit their goals. The office keeps up-to-date files on careers and employment trends. Information is provided about local, regional, and national internship programs, and the service manages the Career Development Internship Program.

Placement. Each year more than 14,000 jobs are listed with this office. The campus interview program brings approximately 175 employers to campus.

Job-vacancy bulletins contain current openings in a variety of career areas, and the weekly job-vacancy bulletin gives details about job openings. The University of Oregon Resume Book, a computerized job-matching service, provides information to employers that match the job seeker's qualifications, experience, and education.

Workshops and seminars, free to students, teach résumé writing, interview skills, and job-search strategies. Employer directories, salary surveys, and corporate brochures are available, and the office has a reference file service to support applications for graduate school or employment. Counselors are available for scheduled appointments or to people who drop in. Currently enrolled students and alumni are invited to use these services.

For more information, see the Academic and Career Planning and Student Employment sections of this bulletin.
COUNSELING AND TESTING
Second Floor, Student Health Center
Thirteenth Avenue at Agate Street
Telephone (503) 346-3227
Weston H. Morrill, Director

The University of Oregon Counseling Center offers individual and group mental health counseling, developmental programs and workshops, and testing to students at the University of Oregon. Some fees are charged for testing. Counseling services are offered without charge to currently enrolled students.

Counseling: 346-3227. The center offers confidential individual and group counseling on such topics as substance abuse, eating disorders, relationship difficulties, stress, depression, sexual identity, and cultural issues. Staff members provide consultation and outreach services to various student groups at the university and, upon request, consult with faculty members, staff, and others on behavioral and mental health issues. Students may drop in for initial consultations between 8:00 a.m. and 4:00 p.m. Monday through Thursday, and between 8:00 a.m. and 3:00 p.m. Friday.

Testing: 346-3230. The testing office schedules and administers required placement examinations for mathematics and composition, and optional placement examinations for French, German, Spanish, and Japanese languages. Credit by Examination (CBE) programs are coordinated through this office, which provides test descriptions; reading lists for preparation; and administration, scoring, and reporting of the results. The testing office serves as a coordinator for most national testing programs, such as the Graduate Record Examinations (GRE), the Law School Admissions Test (LSAT), and the Graduate Management Admissions Test (GMAT). Application forms and registration materials for these programs are available in this office. The testing office is open Monday through Friday from 9:00 a.m. to 5:00 p.m., Room 238, Student Health Center. Testing is done by appointment.

Training. The center offers a predoctoral internship program that is approved by the American Psychological Association and supervised practice internships for graduate students in counseling and clinical psychology.

Crisis Center: 346-4488. The crisis line, a telephone service supervised by the counseling center, operates evenings from 5:00 p.m. to 8:00 a.m. Monday through Friday, and twenty-four hours a day on weekends.

DEAN OF STUDENTS
364 Oregon Hall
Telephone (503) 346-3210
Jane DeGidio, Dean of Students

The Office of the Dean of Students, which includes student development programs, helps students take full advantage of their University of Oregon experiences. In support of the overall mission of the university, and together with other offices, the Office of the Dean of Students strives to make the campus community responsive to an increasingly diverse student body and to encourage the active involvement of students in their own learning. Staff members continually assess the needs of a changing student body and initiate programs that respond to those needs.

DEAN OF STUDENTS PROGRAMS

Faculty Firesides
Joanie Robertson, Coordinator
Faculty Firesides are a joint effort of the University of Oregon Foundation and the Office of Academic Support and Student Services. The program's goal is to help stimulate ideas and discussion between faculty members and students in various settings, where open dialogue flourish and relationships grow.

Freshman Seminars
Gregg Lobisser, Coordinator
Freshman Seminars is an exciting program of courses developed especially for University of Oregon freshmen and first-term transfer students. Enrollment in each seminar is limited to twelve students. Unlike traditional lecture courses, the emphasis is on active discussion by all participants and development of a sense of community among students. This personalized method of instruction gives students the opportunity to interact with classmates and express their ideas and opinions freely. The seminars offer a great opportunity to meet new friends, be challenged intellectually in a relaxed atmosphere, and become better acquainted with faculty members at the University of Oregon. The Freshman Seminars brochure lists each term's course offerings. Brochures are available in the Office of the Dean of Students.

Mediation Program
318 Erb Memorial Union
Telephone (503) 346-4240
Jacqueline Gibson, Director

The Office of the Dean of Students and the Associated Students of University of Oregon (ASUO) jointly fund confidential mediation services that are offered free to students and to faculty and staff members. In mediation a neutral party helps individuals or groups creatively resolve or manage their disputes. The program provides trained mediators and interns who can help with problem solving, mediation, and skills training.

Substance Abuse Prevention and Education
Joanie Robertson, Assistant Dean of Students

The Office of the Dean of Students administers campus programs on substance abuse education, prevention, and intervention. The Campus Organization for Substance Abuse Free Environment (COSAFE), an advisory organization composed of administrators, faculty and staff members, students, parents, and community representatives, helps coordinate the university's drug and alcohol programs. Programs and services are offered to campus organizations and students who want information about the use and abuse of alcohol and other drugs.

Student Conduct Program
Elaine Green, Student Conduct Coordinator

The university's student conduct program is designed to protect the rights and health, safety, and well-being of every member of the university community and, at the same time, protect the educational objectives of the university.

A faculty-student committee has primary responsibility for formulating and evaluating student conduct policies and procedures. The program is administered by the student conduct coordinator.

An abridged version of the Code of Student Conduct and information concerning the student conduct program appear in the schedule of classes, available in the Office of the Registrar. Copies of the complete code are available for examination in the offices of the dean of students and the registrar and from the Office of Academic Advising and Student Services, University Housing, the ASUO, and the Office of Student Advocacy.

STUDENT DEVELOPMENT PROGRAMS
364 Oregon Hall
Telephone (503) 346-3216

Greek Life Advising

Mark Latimer and Shelley Sutherland, Advisers

The Greek life advisers, as staff members of the Office of the Dean of Students, oversee efforts to establish and maintain programs that create positive group-living experiences. Sororities and fraternities are actively involved in academic growth, leadership, community services, and athletic and social events.

For more information see Affiliated Housing in the Student Housing section of this bulletin or inquire at Student Development Programs.

Honors and Awards

See the Honors and Awards section of this bulletin for information about honor societies, outstanding student awards, scholarships and prizes, and the Dean's List.

Leadership Classes

The student development leadership classes program is based on the assumption that individuals can learn to be effective leaders. Many of the classes are offered for academic credit in cooperation with the Division of Educational Policy and Management in the College of Education. Student development leadership classes provide a blend of theoretical knowledge and practical experiences necessary to develop skills in effective communication, leadership, and consulting as well as program and organization development. For more information, visit or call Student Development Programs.

On-Campus Internships

Dianna Kale, Coordinator

This program provides undergraduates with special training and practical experience directly related to their major courses of study and career goals. Through the internships, students gain valuable skills, build self-confidence, and improve awareness and involvement.
Each internship is tailored to fit the needs of the department or office as well as the special interests of the student. In all practicum placements students learn on the job while working with professional staff members. The program is jointly sponsored by Student Development Programs and the Division of Educational Policy and Management. Interested students should call or write Student Development Programs.

Orientation Programs
Roger Morris, Director
Orientation programs for new undergraduate students focus on improving the quality of the new student experience at the University of Oregon by providing assistance with academic, social, and personal adjustment to the university.

IntroDUCKtion. IntroDUCKtion provides new students with an opportunity to learn about support services, receive academic advising, and register for classes during the month of July. New students who participate in IntroDUCKtion are already registered for classes when they return to campus in the fall and are therefore free to participate in activities available to students during New Student Week.

International Student Orientation. This program, coordinated by the Office of International Education and Exchange, assists international students entering the United States and the University of Oregon for the first time. The program includes an introduction to the academic system of the university and to its social and cultural environment. It may include a temporary stay with a host family in Eugene.

New Student Week. During New Student Week, held in September, more than 300 social, cultural, and academic programs are presented by faculty members and returning students. Programs are held throughout the campus to help entering freshmen and new transfer students start their academic careers smoothly. New Student Orientation provides opportunities before classes begin to meet other students and to discover the campus and community resources vital to the student's educational goals.

Programs for Parents
Mary Hudzikiewicz, Director
A variety of programs provide parents with information about the university community. Each fall and spring term parents are invited to spend a weekend on campus. Receptions, entertainment, visits to classes, athletic events, awards luncheons, and speakers are some of the events offered during Parents' Weekends. Commencement exercises are held each June and August. Parents of prospective students are invited to an annual Preview Day in the fall, and IntroDUCKtion in the summer introduces newly admitted students and their parents to the university. A newsletter, Especially For Parents, is published by Student Development Programs.

Video Project
The Video Project makes videotapes about academic departments available to students to help them choose majors and select classes. The tapes describe departmental emphases, general university and departmental graduation requirements, special courses, faculty areas of specialization, research emphases, facilities, practical experience available to students, and career options after graduation. The tapes may be viewed in the Office of Academic Advising and Student Services, 164 Oregon Hall, from 10:00 a.m. to 4:00 p.m. weekdays.

ERB MEMORIAL UNION
Thirteenth Avenue at University Street
Telephone (503) 346-3705
Charles "Dusty" Miller, Director
The Erb Memorial Union (EMU) is committed to providing programs and activities for the educational, cultural, and recreational enrichment of the university community. Through a combination of programs, services, and facilities, the EMU strives to make the extracurricular activities of students an integral part of their education.

The EMU provides group meeting rooms, a variety of food service units, lounges, a recreation center, and a staff of program consultants to help groups and individuals plan programs. Student government and activities offices are located throughout the EMU.

Also housed in the building are the Oregon Daily Emerald offices, a branch of the United States Post Office, the Campus Copy Center, photo I.D. service, an information center, a small variety store, a ticket outlet, the university lost-and-found service, a travel desk, two automatic teller machines, a hair salon, and the Computing Center Laboratory. Another facility of the EMU, but not housed in the building, is the Waterworks Canoe Company, which rents canoes and kayaks for use on the Millrace and elsewhere.

The Erb Memorial Union is funded from two sources: the incidental fees paid by all students each term and the income generated by some EMU units. Each year the EMU submits its budget to the Associated Students of the University of Oregon (ASUO) Incidental Fee Committee, which makes recommendations to the president of the university regarding the allocation of incidental fees to the Department of Intercollegiate Athletics, the ASUO, the University Counseling Center, and the EMU.

Board of Directors. The EMU Board of Directors has the responsibility for making general policy decisions and long-range plans for the Erb Memorial Union. The board also advises EMU staff members on matters of day-to-day management and administration. The board is made up of elected students, appointed students, and appointed faculty members.

Child Care and Development Centers
Seven nationally accredited child-care sites are located on campus, in the East Campus area, and at Westmoreland Family Housing. They provide developmentally appropriate child care for children fifteen months through six years of age. Student families receive first priority for enrollment. Spaces are also available for staff and faculty members. Opportunities exist for students to work in the programs as employees or to receive practicum credit through various departments.

Club Sports
The Club Sports program bridges the gap between intramural and intercollegiate sports. The program has teams in soccer, rugby, lacrosse, karate, fencing, water polo, table tennis, volleyball, skiing, crew, badminton, sailing, bicycling, bowling, horseback riding, baseball, judo-jujitsu, ultimate frisbee, Aikido, Ranger Challenge, swimming, Tae Kwon-Do, snowboarding, and ice hockey.

Computing Center Laboratory
The Computing Center Laboratory is open to all members of the university community. The lounge offers term passes and hourly rental of personal computers and printers for desktop publishing.

Craft Center
The Craft Center's comprehensive arts program is open to all members of the university community including alumni. Workshops and classes in ceramics, jewelry, photography, woodworking, fibers, graphics, glass, and other areas of the visual arts are offered in well-equipped studios. The center also sponsors programs by visiting artists, art exhibits, and craft fairs.

Cultural Forum
The Cultural Forum presents a program of campus entertainment and cultural activities including films, concerts, lectures, and performing arts.

Outdoor Program
The Outdoor Program offers activities such as camping, hiking, mountaineering, ski touring, canoeing, kayaking, wind surfing, bicycle touring, river rafting, and an on-campus program of lectures, slide presentations, and instructional workshops.

Recreation Center
The Recreation Center has facilities for bowling, billiards; and video, foosball, and table games. It sponsors tournaments in billiards, table tennis, bowling, chess, backgammon, and College Bowl.

Student Activities Resource Office
The Student Activities Resource Office, which provides resources to students and student organizations for any type of programming, includes a visual-arts unit that is responsible for EMU art exhibitions and collections. In addition, the staff offers consultation to help meet individual or group goals.
HEALTH SERVICES
First Floor, Student Health Center
Thirteenth Avenue at Agate Street
Telephone (503) 346-4441
Gerald J. Fleischli, M.D., Director

The Student Health Center provides a wide variety of medical and health care services for currently enrolled University of Oregon students who have paid incidental and health fees. These services are provided by a highly qualified staff that includes physicians, a dentist, nurse practitioners, registered nurses, laboratory and X-ray technicians, athletic trainers, physical therapists, pharmacists, dental hygienists, health educators, and support employees.

Medical and Health Care Services
1. Diagnosis and treatment of student illnesses and injuries
2. Basic preventive dental services and dental education
3. Specialized medical care for allergies, internal medicine, psychiatry, and minor surgical procedures
4. Allergy skin testing
5. A women's health care clinic with gynecological services and counseling
6. Medical laboratory services
7. Medical X-ray services
8. Mental health counseling
9. Sports medicine and therapy clinics for treatment of injuries, physical therapy, and rehabilitative services
10. Licensed pharmacy
11. Nutrition counseling
12. Health-education services
13. Travel clinic

Hours of Operation. The Student Health Center is open from 8:00 a.m. to 8:00 p.m. Monday, Wednesday, Thursday, and Friday; from 9:00 a.m. to 6:00 p.m. Tuesday; 8:00 a.m. to 8:00 p.m. Saturday; and noon to 8:00 p.m. Sunday, fall through spring terms. Summer session hours are 8:00 a.m. to 4:30 p.m., Monday through Friday. The center is closed between terms.

Appointments. Students should make appointments for outpatient care. An appointment can be made by telephone or in person during weekday hours. Students must show current university student identification card before they can receive services at the Student Health Center.

Charges. The Student Health Center charges for laboratory tests, X-rays, medications and prescriptions, immunizations and injections, dental procedures, and other special services and supplies. Every effort is made to keep these charges low.

Health Insurance. All students are strongly encouraged to have health insurance coverage. Health insurance can be purchased through the Associated Students of the University of Oregon (ASUO). The Student Health Center staff can explain how to obtain a bill for insurance purposes, but the center does not bill insurance companies.

University Health Requirement for International Students. International students may be required to be screened for tuberculosis by health center staff members. Screening may include a tuberculin PPD skin test or a chest X-ray.

Measles Booster Requirement. All students born after December 31, 1956, and entering the university after fall term 1990 must show proof of two measles vaccinations. Students will not be permitted to register for a second term without proof of measles immunization on record at the Student Health Center. After the beginning of a term, registered students can be vaccinated for measles at the health center for a fee.

Other General Information
1. All medical care and treatment provided at the Student Health Center is confidential. Medical records, patients' bills, and other patient information are not released, unless required by law, without the specific written authorization of the patient.
2. The Student Health Center is fully accredited by the Accreditation Association for Ambulatory Health Care.
3. For more information about Student Health Center services, pick up an informational brochure at the Student Health Center.

INTERNATIONAL EDUCATION AND EXCHANGE
330 Oregon Hall
Telephone (503) 346-3206
Thomas Mills, Director

The university currently enrolls about 1,380 international students from eighty countries and sponsors a variety of overseas study programs in Africa, Asia, Europe, and Latin America. Through the Office of International Education and Exchange, the university assists students who want to study abroad and international students and faculty members who are teaching and studying at the university.

International Student and Faculty Assistance. Students and faculty members from other countries are invited to inquire at this office for information about admission, housing, United States immigration regulations, employment opportunities, and scholarship aid. The Office of International Education and Exchange also offers academic and personal counseling, helps students adjust to life in this country, and coordinates the Friendship Family Program that introduces international students to local families. This office is the official university liaison for several international agencies including the Institute of International Education and the African-American Institute.

Overseas Study and Exchange Opportunities
Students and faculty members can study, teach, or conduct research abroad by participating in an exchange or study-abroad program. More complete information about each of the following programs is published in the pamphlet Overseas Study Opportunities, available in the Office of International Education and Exchange. Overseas study courses that are offered for UO credit are listed in the Special Studies section of this bulletin.

Australia, Melbourne and Perth. La Trobe University and Curtin University offer a broad curriculum for students participating in these year-long exchange programs. Curtin University also offers a semester program. Students attend regular university classes and follow the Australian academic year that begins in February and ends the following November.

China, Beijing. This fall-semester program at the Central Institute for Nationalities offers intensive study of Chinese and a chance to learn about China's minority peoples. The program includes a three-week study tour of one of China's minority regions.

China, Xiamen. Faculty members may study or conduct research in one of China's national universities located in southeast China.

Czechoslovakia, Prague. Semester- and year-long language and area studies programs are offered in cooperation with CIEE. Students live in university dormitories.

Denmark, Copenhagen. This academic program at the University of Copenhagen offers semester and full-year programs in architecture, international business, and general studies (liberal arts). Field trips are integrated into the academic course work. A summer semester program is also offered. Courses are taught in English by Danish professors.

Ecuador, Quito. During the fall term, Spanish language and Latin American studies courses are offered at the Catholic University of Ecuador. Courses specially designed for foreigners are taught in Spanish. Students who remain for the spring semester take regular university classes.

England, Bath. This program is inactive.

England, London. Historic London is the setting for this program, which emphasizes the humanities and social sciences. Field trips are integrated into the academic work to provide a
balanced educational experience. Students live with British families. 

Finland, Tampere. UO students enroll in regular university courses at the University of Tampere. Free instruction in beginning to advanced Finnish is available. Independent programs in English can be arranged. 

France, Avignon. Students in this program study the culture, traditions, and language of France. Field trips are an integral part of the program. Instruction is in English, although acceptance into the program requires three terms of college-level French. 

France, Le Mans. The Université du Maine offers an intensive second-year language and culture program during winter term. Housing in dormitories and four excursions are included in the program. 

France, Lyon. Students with intermediate or advanced training in French language may choose the year-long program in Lyon. Students who have taken three or more years of college-level French may enroll in regular university courses at Lyon 1, 11, 111, and the Faculté Catholique. Students who have two years of French enroll in a language institute at Lyon II. Housing is arranged for students. 

France, Poitiers. This one-year academic program is for students who have studied at least two years of college-level French. Most students are enrolled in the Institute for Foreigners at the University of Poitiers, where they study French language and literature. Students with sufficient academic preparation may enroll in regular University of Poitiers classes. 

Germany, Baden-Württemberg. Students in this year-long program may study at any one of the participating universities at Freiburg, Heidelberg, Hohenheim, Karlsruhe, Konstanz, Mannheim, Stuttgart, Tübingen, or Ulm. Instruction is in German; applicants must have had at least two years of college-level German prior to acceptance. 

Germany, Cologne. Cologne offers a liberal arts and business curriculum that is similar to the programs in London and Avignon. Although courses are taught in English, one term of college-level German is required. 

Germany, Tübingen. Students studying the German language are eligible for this intensive language program offered each year from April to July. 

Hungary, Szeged. No previous study of Hungarian is required for this program that emphasizes Hungarian culture and society. All levels of language instruction are offered. 

Indonesia, Malang. Semester-long programs in Indonesian language, history, and development studies, culture, or literature are offered through the Council on International Educational Exchange (CIEE). The academic program is supplemented with field trips and short excursions. 

Israel, Jerusalem. Historic Jerusalem is the site of a one-year or semester program. Course work focuses on the social sciences and humanities with special concentrations in international, urban, religious, and Middle East studies. Students live in campus dormitories. There is no language prerequisite. 

Italy, Pavia. One student is accepted into this year-long program each year. Advanced undergraduate or graduate students with at least three years of college-level Italian take all course work in Italian at the University of Pavia. 

Italy, Perugia. A six-week summer program in Italian language and culture is offered at the Italian University for Foreigners in Perugia. Italian is offered at all levels. 

Italy, Rome. Each summer the University of Oregon School of Architecture and Allied Arts sponsors a studio in Rome. A faculty member from the Department of Architecture accompanies the Oregon group. 

Italy, Siena. Italian language, humanities, and the social sciences are emphasized in this program. Field trips complement classroom work. At least one term of college-level Italian is recommended. 

Japan, Nagoya. The Daido Institute of Technology and the University of Oregon have had an active faculty exchange program since 1978. Daido students study language and culture at the UO each summer. 

Japan, Tokyo. Meiji University offers students with advanced skills in Japanese an opportunity to study a wide range of subjects. Students must complete at least three years of college-level Japanese prior to participation. This year-long exchange program follows the Japanese academic calendar, starting at the beginning of April and ending in mid-February. 

Japan, Tokyo. Semester-long programs in Japanese business and society are offered through the Council on International Educational Exchange (CIEE) for summer session and fall or spring terms. No prior knowledge of Japanese is required. 

Japan, Tokyo—Aoyama Gakuin. Aoyama Gakuin University’s School of International Politics, Economics, and Business is the center of this program that integrates American and Japanese students. This year-long program follows the Japanese academic calendar, beginning in April and ending in February. Instruction is in English, but participants must have two terms of university-level Japanese. 

Japan, Tokyo—Keio University. One or two UO students who have at least two years of college-level Japanese participate in a year-long exchange. Participants engage in intensive study of Japanese language and take Japanese culture classes offered in English. Students who are proficient in Japanese may also take regular courses at the university. 

Japan, Tokyo—Waseda University. Waseda University’s International Division offers a variety of courses in Asian studies that are taught in English. The year-long program follows the UO’s academic calendar. Participants must have one year of college-level Japanese. 

Korea, Seoul. Yonsei University’s International Division offers UO students year-long programs in Korean and Asian studies. There is no language requirements, but previous study of Korean is recommended. 

Mexico, Cuernavaca. In an intensive Spanish-language program offered spring term at the Universidad del Sol, UO students complete the second year of their foreign-language re-
Vietnam, Hanoi. Participants in this CIEE-sponsored program take Vietnamese language; Vietnamese culture, history, and society; and contemporary Vietnamese history. The semester-long program is offered fall and spring.

Africa, Asia, and Latin America. Various sites. Through its membership in the International Student Exchange Program (ISEP), UO students may study at selected sites in Africa, Asia, and Latin America. Contact the ISEP coordinator in the Office of International Education and Exchange for specific information.

New Programs
New programs are proposed in various locations around the world. Information about recent developments is available from the Office of International Education and Exchange.

Grants and Scholarships for Study Abroad
Grants are available to qualified graduating seniors and graduate students for advanced research, university study, and overseas teaching. Fulbright grant applications must be submitted to the Fulbright program adviser, 330 Oregon Hall, by mid-October. The Office of International Education and Exchange has reference books on other overseas scholarship opportunities.

PUBLIC SAFETY
Strea Hall
1319 East 15th Avenue
Telephone (503) 346-5444
Carey M. Drayton, Director

The Office of Public Safety is responsible for the general safety of the campus twenty-four hours a day, seven days a week. It oversees security, general safety, environmental health, radiation safety, keys and locks, parking, the Lane Transit District Ridership Program, and bicycle and car registration.

Paying regulations are available in the Office of Public Safety. Students and university employees may purchase parking permits for motor vehicles or obtain free bicycle permits in this office from 8:00 a.m. to 5:00 p.m., Monday through Friday. Fees are listed in the Tuition and Fees section of this bulletin. Visitors may obtain free one-day parking permits.

RECREATION AND SPORTS
The College of Human Development and Performance sponsors comprehensive sports and recreational programs for students and faculty and staff members of the university.

Recreation and Intramural Activities
103 Gerlinger Hall
Telephone (503) 346-4113
Karla S. Rice, Director

The programs provide a wide variety of opportunities for participation in intramural sports, all-campus tournaments, special events, and noncredit classes. Whenever possible, activities at three skill levels are provided in men's, women's, and coed divisions.

Among the most popular activities are aerobic, badminton, basketball, cross-country, flag football, golf, racquetball, soccer, softball, swimming, tennis, track, ultimate frisbee, volleyball, and wrestling.

Open Recreation

The facilities and recreational equipment of the college are available for open recreation when not otherwise scheduled. These facilities include the gymnasia, courts, weight room, and pools of Eslingner Hall, Gerlinger Hall, and Gerlinger Annex. Outdoor field space and tennis courts are also available on the same basis. Open recreation is a key element in the overall balance of Recreation and Intramurals (RIM) programming.

Open recreation is an outlet for individuals who want a less structured, nontournament form of participation. Throughout the year, facilities are regularly set aside for drop-in activities.

Intercollegiate Athletics
Casanova Athletic Center
Telephone (503) 346-4481
Director

Head Coaches and Trainers

Dean Adams, trainer

Renée Baumgartner, women's golf coach

Rich Brooks, football coach

Tanni Brown, softball coach

Bill Delling, men's track-and-field and cross-country coach

Ron Finley, wrestling coach

Jerry Green, men's basketball coach

Gerry Gregory, volleyball coach

Tom Greider, women's track-and-field and cross-country coach

Tom Heinen, women's track-and-field and cross-country coach

Elwin Heiny, women's basketball coach

Steve Nosler, men's golf coach

Emory Summers, men's tennis coach

Intercollegiate athletics at the university is an integral part of the institution. Opportunities to participate in athletics are offered to students of both sexes.


In 1991, Oregon qualified for NCAA competition in wrestling, track and field, and cross-country.

Success in sports has made Eugene and the university an attractive site for national championships. The university has been the championship host for NCAA and Association for Intercollegiate Athletics for Women (AIAW) track and basketball, and NCAA gymnastics, wrestling, and golf.

Eugene was the site of the 1972, 1976, and 1980 Olympic Track and Field Trials and hosted its seventh NCAA meet in spring 1991.

Numerous university teams—men's and women's—have won conference and regional championships. Many university athletes have won individual national titles and participated in the Olympic Games, World Championships, and other major competitions.

The university fields seven sports each for men and women. Men's sports are basketball, cross-country, football, golf, tennis, track and field, and wrestling. Women's sports are basketball, cross-country, golf, softball, tennis, track and field, and volleyball. Women's Intercollegiate Athletics, organized in 1973, has been a part of the Department of Intercollegiate Athletics since 1977.

The University of Oregon belongs to the NCAA, competing at the Division I level in men's and women's competition. The long-time organizer of men's athletics, the NCAA, began sponsoring women's championships in the 1981-82 season.

The university also belongs to the Pacific-10 Conference (Pac-10). Other members of the Pac-10 are Arizona, Arizona State, UCLA, USC, California, Stanford, Oregon State, Washington, and Washington State.

Pac-10 schools have captured more NCAA titles than any other conference in the nation.

Duck Athletic Fund
The Duck Athletic Fund is the fund-raising arm of the Department of Intercollegiate Athletics. Home offices are in Rooms 205 of the Casanova Athletic Center on the UO campus; telephone (503) 346-5433. There are branch offices in Medford and at the Portland Center. The Medford branch is at 201 West Main, Suite 3C; telephone (503) 773-5487. The Portland Center is located at 720 S.W. Second Avenue in Portland; telephone (503) 725-3825.

SPECIAL SERVICES
Academic Learning Services
68 Prince Lucien Campbell Hall
Telephone (503) 346-3226
David Hubin, Director

The Center for Academic Learning Services (ALS) provides academic support to all university students at various stages in their educational programs. Through academic courses, noncredit workshops, individual counseling, and drop-in mathematics and writing laboratories, the center offers training in study-skills improvement, preparation for standardized entrance examinations, and tutoring in many subject areas.

Courses for Credit. Students concerned about their academic reading, research, writing, and general study skills may benefit from participation in Introduction to University Study (ALS 101). This 3-credit course, which gives students an academic orientation to the university, is particularly helpful for new students.

Academic learning services courses are listed in the Special Studies section of this bulletin.

Noncredit Workshops. Among the noncredit workshops offered are academic speed reading, study techniques, grammar, mathematics re-
view, and preparation for the Graduate Record Examinations, the Law School Admission Test, the Graduate Management Admission Test, and the Medical College Admission Test.

Tutoring. Peer tutors in entry-level undergraduate courses are available through ALS. Students may drop in to receive free assistance with mathematics and writing at the center's laboratories.

Educational Opportunities Program. A component of ALS, the Educational Opportunities Program (EOP) offers comprehensive, free academic advising and assistance to disadvantaged and traditionally underrepresented students. Eligibility for participation in EOP courses, workshops, personal counseling, and academic advising is determined by federal guidelines from the United States Department of Education, which provides funding for this service. The Center for Academic Learning Services is open weekdays from 8:00 a.m. to 5:00 p.m.

American English Institute
107 Pacific Hall
Telephone (503) 346-3945
FAX (503) 346-3917
Jacquelyn Schachtier, Director
The American English Institute (AEI) offers four English-language programs for adults who want to improve their English proficiency in order to perform effectively in an academic or professional setting. These are the Intensive English Program, the English for Academic Purposes (EAP) program, the Graduate Teaching Fellow (GTf) program, and a special short-term program.

AEI instructors are university faculty members with specialized training in linguistics, applied linguistics, or teaching English as a second language (TESL). Classes begin in September, January, March, and June.

Intensive English Program. This program consists of a six-level basic curriculum and a broad elective curriculum. The basic six-level curriculum is divided into two combined skill areas: oral communication, which emphasizes speaking and listening; and written communication, which emphasizes reading and composition. The elective curriculum consists of a set of optional courses that focus on areas of special concern or interest to students, including Test of English as a Foreign Language (TOEFL) Preparation I and II, Business English, American Culture, Conversational English, and American Films.

Other services and facilities afford the student opportunities to develop English proficiency. Advanced students may enroll, with the director's approval, in one regular university course. Trained and supervised tutors help students individually with course work, conversation, listening, reading, composition, and pronunciation.

English for Academic Purposes. The EAP program is offered to enrolled undergraduate and graduate students who need or request additional training in English as a second language for academic work. Courses are offered in listening and note taking (LING 82), oral skills (LING 83), reading and vocabulary development (LING 84), and writing (LING 91, 92, 93). A placement test determines the area in which work in English is needed. All these courses carry credit for enrollment (eligibility) but not toward graduation; they satisfy no university or college requirement. EAP courses may be taken at the same time as other university coursework. Information about this program is available from either AEI or the Office of International Education and Exchange.

Graduate Teaching Fellow Program. English courses are offered to international graduate teaching fellows who want or need to improve their English for use in the classroom. Courses are offered to improve pronunciation, listening and speaking abilities, and university-level teaching skills. Information about this program is available from the AEI office, the Office of International Education and Exchange, or the Graduate School.

Short-Term Programs. Upon request, AEI designs and teaches three- or four-week programs for groups of students. Programs target areas of interest such as business, university preparation, American culture, or second-language teaching methodology.

Student Services. AEI's student services include an academic counselor, an extensive orientation program before classes begin, many planned social activities in Eugene and the state of Oregon, housing assistance, and host families.

Admission Procedures. AEI's Intensive English Program is open to students who have successfully completed secondary school and are able to demonstrate sufficient financial support for study at the institute. To apply, the following materials should be submitted:
1. An AEI application form
2. Original or certified copies of the most recent degree or diploma received
3. A personal (or guarantor's) bank statement showing the exact amount available for the period of study, or evidence of a scholarship
4. A nonrefundable application fee of $25 If a student is transferring from another English-language program in the United States, a recommendation from the program director or a transcript must be included.

Admission to AEI does not imply admission to any other school or program at the University of Oregon. Students are encouraged to use OMA.

High School Equivalency Program
1665 East 17th Avenue
Telephone (503) 346-3531
Emilio Hernandez, Jr., Director
Federally funded and sponsored by the University of Oregon, the High School Equivalency Program (HEP) is a multicultural, bilingual alternative-education program for migrant and seasonal farm-worker youths. HEP offers services to students with a wide range of academic and language skills. The program provides instruction in social, academic, and survival skills necessary to pass the general educational development (GED) test and to be placed in college, job training, or employment. The HEP office is open weekdays from 8:00 a.m. to 5:00 p.m.

Multicultural Affairs
314 Oregon Hall
Telephone (503) 346-3479
Marshall Saezecz, Director
The Office of Multicultural Affairs (OMA) assists the university in the recruitment and retention of African-American, Asian-Pacific Islander, Chicano-Latino, and American Indian and native Alaskan students. In addition, staff members strive to provide a caring and supportive environment for people of color. OMA's support services include:
1. Assistance with admission
2. Academic advising
3. IBM and Macintosh computer laboratory
4. Internship and scholarship information
5. Student advocacy
6. Tutorial assistance
7. Selected course offerings including College Composition I, II (WR 121, 122), Intermediate Algebra (MATH 95), College Algebra (MATH 111), Calculus for Business and Social Science I, II (MATH 241, 242), Introduction to Methods, Probability and Statistics (MATH 243)

OMA sponsors the Scholar Speakers Series, the Mentor Program, and Recognition Awards honoring students and faculty members who have contributed to the diversity of the university. The office enhances the new student experience through its welcoming programs, the Fall Orientation Retreat, and the Leadership Team Program. OMA also works closely with the cross-cultural residence hall.

All services are free. Students of color are encouraged to use OMA.
National Student Exchange
164 Oregon Hall
Telephone (503) 346-3211
Joe Wade, Coordinator

The University of Oregon is one of 107 public colleges and universities throughout the country with membership in the National Student Exchange (NSE). Through NSE, qualified students at member institutions may apply for exchange enrollment at another participating school. This program enables students to study in different geographical areas of the country and take advantage of specialized courses or unique programs that may not be available on their home campuses. Participation in the program is limited to one year.

To qualify, a University of Oregon student should be in the sophomore or junior year during the exchange year and be a full-time student in good standing at the university when applying to participate in the program. In general, students should apply during winter term. Tuition is assessed by the host institution at the in-state resident rate; however, in some situations tuition may be paid at the University of Oregon.

Speech-Language-Hearing Clinic
Third Floor, Clinical Services Building
Telephone (503) 346-3591
Ned J. Christensen, Director

The Speech-Language-Hearing Clinic provides testing, counseling, and intervention programs for students who may have clinically definable speaking or hearing difficulties. Services are supervised by clinically certified program personnel. Services are available by appointment only when the university is in session.

Upward Bound
1859 East 15th Avenue
Telephone (503) 346-3501
Pearl M. Hill, Director

Upward Bound is a federally funded college preparatory program designed to generate the skills and motivation necessary to complete high school successfully and gain admission to an institution of higher education. High school students from low-income families who are potential first-generation college graduates with academic promise are eligible. They are recruited from target schools in Portland, Eugene, Springfield, and Harrisburg.

Upward Bound students participate in an eight-week summer residential program emphasizing basic skill development and cultural enrichment. Career and personal counseling encourages creative thinking and developing a positive attitude toward education. During the school year, students are provided with tutoring and counseling services as well as cultural field trips and college preparation activities.

Veteran Affairs
220 Oregon Hall
Telephone (503) 346-3119
Herbert R. Chereck, Coordinator

The Office of Veteran Affairs, part of the Office of the Registrar, helps eligible student veterans and their dependents obtain veterans' educational benefits in compliance with Veterans Administration procedures and regulations.

The office provides basic information about Veterans Administration and Oregon State Veteran benefits, including Veteran Vocational Rehabilitation, Veterans Tutorial Assistance, and contact with the Veteran Administration Regional Office in Portland. A student wishing to receive educational benefits should write or call the Office of Veteran Affairs approximately sixty days before the beginning of their first term at the University of Oregon and no later than thirty days before. All other student veterans may be certified to receive benefits for an academic year upon registration, but they should visit the office before the beginning of each term to provide information about their academic plans for the term.

Yamada Language Center
121 Pacific Hall
Telephone (503) 346-4011
Russell S. Tomlin, Director

The Yamada Language Center houses the University of Oregon's language laboratory; it has an extensive collection of audio, video, and computer software media. The center has multimedia laboratory facilities for both individual and group work; several classrooms with audio, video, laser disc, and video overhead projecting equipment; and a computer laboratory.

The center's reading room and lounge has reading material in various foreign languages and in English.

The center also provides support services to training programs for teachers of foreign languages and English as a second language. As a research unit, the center brings together faculty members in second-language instruction, education, and related fields to work on individual and collaborative projects in second-language acquisition, teaching methodology, and the development of audio, video, and software instructional media with accompanying texts. The center hosts numerous workshops and seminars on topics related to second-language acquisition and instruction.

STUDENT UNIVERSITY RELATIONS COUNCIL
140 Hendricks Hall
Telephone (503) 346-2107
Kim Heiney, Adviser

The University of Oregon Student University Relations Council (SURC) is an independent, nonprofit organization of students who volunteer their time and skills as representatives of the University of Oregon in coordination with the UO Alumni Association and the Office of the Vice-President for Public Affairs and Development. SURC seeks to:

- promote and foster the development of the highest-quality education at the University of Oregon
- establish programs that directly benefit UO students
- stimulate the interest and participation of the student body, alumni, parents, and community members in the activities and progress of the university
- create avenues of communication among students, faculty members, administrators, staff members, parents, alumni, and community residents

The group is composed of resourceful students, with good leadership and organizational skills, who are interested in and understand the university. New members are selected each fall and spring by a committee of senior-class members.

In addition to planning, organizing, and implementing special events such as Homecoming, Mayfest, Parents' Weekend, blood drives, and fund-raising for graduating class gifts, SURC also works as a liaison between the community and the university as well as between university groups and the administration.
The University of Oregon Bookstore will mark seventy-three years of service to students and to faculty and staff members in 1993. This is the thirteenth year the bookstore has assisted in funding the UO General Bulletin's full-color covers, which reiterates the bookstore's continuing support of the university's academic programs. See the Services for Students section of this bulletin for more information about the bookstore.
## Enrollment by Major and Classification 1990-91 Academic Year

<table>
<thead>
<tr>
<th>College of Arts and Sciences</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Postbaccalaureate</th>
<th>Nonmatriculated</th>
<th>Undergrads</th>
<th>Graduates</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Studies</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>Anthropology</td>
<td>29</td>
<td>12</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td>0</td>
<td>31</td>
</tr>
<tr>
<td>Arts and Letters</td>
<td>2</td>
<td>10</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Arts and Sciences premajors</td>
<td>39</td>
<td>116</td>
<td>130</td>
<td>217</td>
<td>14</td>
<td>95</td>
<td>0</td>
<td>611</td>
</tr>
<tr>
<td>Asian Studies</td>
<td>2</td>
<td>7</td>
<td>14</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Biology</td>
<td>2</td>
<td>21</td>
<td>29</td>
<td>72</td>
<td>6</td>
<td>83</td>
<td>0</td>
<td>213</td>
</tr>
<tr>
<td>Chemistry</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Chinese</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Classics</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>50</td>
<td>0</td>
<td>63</td>
</tr>
<tr>
<td>Computer and Information Science</td>
<td>7</td>
<td>35</td>
<td>42</td>
<td>88</td>
<td>31</td>
<td>68</td>
<td>0</td>
<td>271</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
<td>14</td>
<td>34</td>
<td>116</td>
<td>2</td>
<td>54</td>
<td>0</td>
<td>221</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>7</td>
<td>11</td>
<td>27</td>
<td>4</td>
<td>41</td>
<td>0</td>
<td>92</td>
</tr>
<tr>
<td>French</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>General Science</td>
<td>3</td>
<td>19</td>
<td>32</td>
<td>123</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>90</td>
</tr>
<tr>
<td>Geography</td>
<td>8</td>
<td>27</td>
<td>41</td>
<td>81</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>83</td>
</tr>
<tr>
<td>Geology</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>7</td>
<td>11</td>
<td>27</td>
<td>4</td>
<td>41</td>
<td>0</td>
<td>92</td>
</tr>
<tr>
<td>International Studies</td>
<td>3</td>
<td>12</td>
<td>35</td>
<td>94</td>
<td>2</td>
<td>60</td>
<td>0</td>
<td>212</td>
</tr>
<tr>
<td>Italian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Japanese</td>
<td>2</td>
<td>8</td>
<td>14</td>
<td>22</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>48</td>
</tr>
<tr>
<td>Linguistics</td>
<td>4</td>
<td>5</td>
<td>17</td>
<td>29</td>
<td>4</td>
<td>35</td>
<td>0</td>
<td>89</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>18</td>
<td>32</td>
<td>88</td>
<td>8</td>
<td>78</td>
<td>0</td>
<td>210</td>
</tr>
<tr>
<td>Philosophy</td>
<td>4</td>
<td>14</td>
<td>20</td>
<td>41</td>
<td>2</td>
<td>39</td>
<td>0</td>
<td>104</td>
</tr>
<tr>
<td>Physics</td>
<td>3</td>
<td>14</td>
<td>20</td>
<td>41</td>
<td>6</td>
<td>154</td>
<td>0</td>
<td>238</td>
</tr>
<tr>
<td>Political Science</td>
<td>1</td>
<td>9</td>
<td>15</td>
<td>24</td>
<td>3</td>
<td>42</td>
<td>0</td>
<td>81</td>
</tr>
<tr>
<td>Preengineering</td>
<td>10</td>
<td>12</td>
<td>10</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Psychology</td>
<td>54</td>
<td>185</td>
<td>301</td>
<td>666</td>
<td>13</td>
<td>70</td>
<td>0</td>
<td>1,289</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Romance Languages</td>
<td>4</td>
<td>15</td>
<td>20</td>
<td>32</td>
<td>4</td>
<td>52</td>
<td>0</td>
<td>117</td>
</tr>
<tr>
<td>Russian</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td>2</td>
<td>18</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>Sociology</td>
<td>6</td>
<td>43</td>
<td>132</td>
<td>361</td>
<td>5</td>
<td>49</td>
<td>0</td>
<td>596</td>
</tr>
<tr>
<td>Spanish</td>
<td>0</td>
<td>21</td>
<td>35</td>
<td>51</td>
<td>2</td>
<td>9</td>
<td>0</td>
<td>118</td>
</tr>
<tr>
<td>Speech: Rhetoric and Communication</td>
<td>0</td>
<td>6</td>
<td>158</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>158</td>
</tr>
<tr>
<td>Speech: Telecommunication and Film</td>
<td>0</td>
<td>6</td>
<td>41</td>
<td>134</td>
<td>2</td>
<td>33</td>
<td>0</td>
<td>216</td>
</tr>
<tr>
<td>Speech: Theater Arts</td>
<td>8</td>
<td>19</td>
<td>26</td>
<td>62</td>
<td>3</td>
<td>30</td>
<td>0</td>
<td>148</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>850</td>
<td>1,891</td>
<td>2,100</td>
<td>4,139</td>
<td>262</td>
<td>1,467</td>
<td>0</td>
<td>10,709</td>
</tr>
</tbody>
</table>

### Professional Schools
- Architecture and Allied Arts: 50
- Business Administration: 181
- Education: 1
- Human Development and Performance: 18
- Journalism: 62
- Law: 0
- Music: 23
- **Total:** 335

### Other
- Community Education Program: 0
- Interdisciplinary Studies: 0
- Unattested: 0
- Unclassified: 0
- **Total All Majors:** 1,185

## Summary of Degrees Granted: Fall 1990 through Summer 1991

<table>
<thead>
<tr>
<th>Bachelor's Degrees</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>442</td>
<td>836</td>
<td>1,278</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>712</td>
<td>661</td>
<td>1,373</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>30</td>
<td>17</td>
<td>47</td>
</tr>
<tr>
<td>Bachelor of Fine Arts</td>
<td>14</td>
<td>20</td>
<td>34</td>
</tr>
<tr>
<td>Bachelor of Interdisciplinary Studies</td>
<td>5</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>Bachelor of Landscape Architecture</td>
<td>7</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>Bachelor of Music</td>
<td>48</td>
<td>1,581</td>
<td>2,134</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,234</td>
<td>1,581</td>
<td>2,815</td>
</tr>
</tbody>
</table>

## Advanced Degrees
- Master of Arts: 60
- Master of Science: 205
- Master of Architecture: 26
- Master of Business Administration: 80
- Master of Education: 37
- Master of Fine Arts: 16
- Master of Landscape Architecture: 2
- Master of Music: 9
- Master of Urban Planning: 8
- Doctor of Philosophy: 112
- Doctor of Education: 25
- Doctor of Musical Arts: 3
- Doctor of Jurisprudence: 95
- **Total Degrees:** 1,908
- **Total Graduates:** 2,141
- **Total Undergrads:** 4,049

## Retention Data

Retained Data Pursuant to Public Law 94-432 (Section 132 of the Education Amendments of 1976 to the Higher Education Act of 1965), the university is required to prepare and disseminate selected information to students. The required information includes a statement on the retention of students at the university. The following data is presented in support of this requirement.

### Academic Year
- **1986-87:** 17,137
- **1987-88:** 17,137
- **1988-89:** 17,137
- **1989-90:** 15,939
- **1990-91:** 15,998

### Percentages Retained or Graduated for the Year
- **1986-87:** 88%
- **1987-88:** 88%
- **1988-89:** 89%
- **1989-90:** 90%
- **1990-91:** 90%
American studies 41
Ancient Order of the Druids 10
Anthropology 41-45
Courses 42-45
Faculty 41
Graduate studies 42
Undergraduate studies 41-42
Anthropology museum. See Oregon State Museum of Anthropology
Application (admission) deadlines 13
Application (admission) procedures 13-14, 304-5
Application fee 13, 14, 25, 304
Application for a degree 16
Applied information management program 177, 215, 237-38, 309
Archaeology 42-45
Architecture 40, 182-89
Courses 187-89
Faculty 182-83
Graduate studies 185
Undergraduate studies 184-85
Architecture and Allied Arts, School of 40, 181-214
Courses 182
Office of Research and Development 181
Archives, university 314
Army ROTC. See Military science
Art education 189-91
Courses 190-91
Faculty 189
Graduate studies 190
Undergraduate studies 189-90
Art, history 40, 191-94
Courses 193-94
Faculty 191
Graduate studies 192-93
Undergraduate studies 192
Art, Museum of 1, 315
Arts and letters. See Humanities program
Arts and Sciences, College of 37-169
Asian and Pacific Studies, Center for 316
Asian studies 45-48
East Asian studies 46, 47
Southeast Asian studies 46, 47
Asian-Pacific American Student Union 322
Astronomy, See Physics
ASUO. See Associated Students of the University of Oregon (ASUO)
Associated Students of the University of Oregon (ASUO) 322-24
Associated Students President's Advisory Council 322
Association for Intercollegiate Athletics for Women 329
Association of American Universities 1
Astronomy, See Physics
ASUO. See Associated Students of the University of Oregon (ASUO)
ASUO Course Guide 322
ASUO Executive Council 322
ASUO Health Insurance Committee 322
Athletics, intercollegiate 329
Attendance costs 26
Australian studies 48
Autumn Stadium 1, 262
Aver 322
Awards 12, 325
B.A. See Bachelor of arts
B.Arch. See Bachelor of architecture
B.F.A. See Bachelor of fine arts
B.I.Arch. See Bachelor of interior architecture
B.L.A. See Bachelor of landscape architecture
B.Mus. See Bachelor of music
B.P.E. See Bachelor of physical education
B.S. See Bachelor of science
Bachelor of architecture (B.Arch.) 184
Bachelor of arts (B.A.) 17-22, 38
Bachelor of fine arts (B.F.A.) 195
Bachelor of interior architecture (B.I.Arch.) 40, 201
Bachelor of landscape architecture (B.L.A.) 40, 204
Bachelor of music (B.Mus.) 292-93
Bachelor of nursing 175
Bachelor of physical education (B.P.E.) 262-64
Bachelor of science (B.S.) 17-22, 38, 39
Bachelor's degree requirements 16-23, 38. See also individual departments of instruction
Bachelor of architecture 40, 184
Bachelor of arts 17-22, 38
Bachelor of fine arts 40, 195
Bachelor of interior architecture 40
Bachelor of landscape architecture 40, 204
Bachelor of music 292-93
Bachelor of nursing 175
Bachelor of physical education 262-64
Bachelor of science 17-22, 38, 39
Second bachelor's degree 22-23, 216, 254
Ballet 286
Beall Concert Hall 290
Behavior disorder program 244
Beta Alpha Psi 11, 215
Beta Gamma Sigma 11, 215
Bicycle registration 25
Big Brother/Big Sister Program of Mid-Oregon 322
Biochemistry 58, 59
Biology 49-55
Courses 53-55
Faculty 49
Graduate studies 52-53
Research institutes 52-53
Undergraduate studies 49-52
Biophysical chemistry 59
Block Student Union 322
Bookstore. See University of Oregon Bookstore
Bowerman Building 1
Broadcasting courses 275, 277-78
Brown Foundation. See E. C. Brown Foundation
Bulletin expiration 2
Bureau of Governmental Research and Service 316
Business Administration, College of 39, 215-31
Courses 223
Office of External Affairs 215
Business environment courses 231
Business statistics 225
Business, Undergraduate School of 216-18
Calendar, academic 9, 284
Campus and community resources 311-20
Campus Information Exchange 322
Campus map 350-51
Campus radio 1, 322
Canadian studies 56
Career assessment program 34, 324
Career counseling 34
Career Information System (CIS) 234
Career planning and placement 34, 324
Cascades Gift Center 1
Cash awards 29
CATE. See Center for Advanced Technology in Education
CEBEST. See California Basic Educational Skills Test
CEEB. See College Entrance Examination Board
Cell biology 59
Center for African and Pacific Studies 316
Center for Environmental Design, Planning, and Visual Arts Research 182
Center for Gerontology. See University of Oregon Center for Gerontology
Center for Housing Innovation 182, 316
Center for Innovative Educational Development 322
Center for the Study of Women in Society 317
Center for the Study of Work, Economy, and Community 317
Center for Volcanology 97
Center on Human Development 241
Early intervention program 241, 242
Parent and child education program 241
Specialized training program 241
Speech-Language-Hearing Center 241, 242, 331
University Affiliated Facility 241
Western Regional Resource Center 241
Centers of excellence 317, 318, 319
Residence Halls
Bean Complex (Caswell, DeBusk, Ganoe, Henderson, Moore, Parsons, Thornton, Willcox), B4
Carson Hall, B4
Earl Complex (McClure, Morton, Sheldon, Stafford, Young), C4
Hamilton Complex (Boynton, Burgess, Cleon, Collier, Dunn, McClain, Robbins, Spiller, Tingle, Watson), A4
Riley Hall, 650 E. 11th Avenue
University Inn, 1000 Patterson Street
Waldron Complex (Adams, Clark, DeCou, Douglass, Dorment, Hawthorne, McAlister, Shafer, Smith, Sweetser), C4
Buildings
Agate Hall, 1787 Agate Street, D5
Allen Hall, C3
Beall Concert Hall, G3
Bookstore, UO, E2
Bowerman Building, C4
Casanova Athletic Center, 2700 Centennial Blvd.
Cascade Hall, B3
Cascade Annex, B3
Chapman Hall, D3
Chiles Business Center, E2
Clinical Services Building, H4
Collier House, D3
Colombia Hall, C3
Computing Center, D2
Condon Hall, E2
Deadly Hall, C2
Deschutes Hall, B4
Education Annex, G3
Education Building, G3
Erb Memorial Union (EMU), C3
Esslinger Hall, D4
Fenton Hall, D3
Friendly Hall, C3
Gerlinger Hall, E3
Gerlinger Annex, E3
Gilbert Hall, D2
Hendricks Hall, D3
High School Equivalency, C5
Huesis Hall, B3
Johnson Hall, D3
Klamath Hall, A3
Knight Library, F3
Law Center, C1
Lawrence Hall, B2
LERC, C4
McArthur Court, E4
Military Science, C4
Museum of Art, 1430 Johnson Lane, E3
Museum of Natural History, 1680 E. 15th Avenue, C4
Music Building, G4
Onyx Bridge, B3
Oregon Hall, A4
Pacific Hall, B3
Physical Plant, 1295 Franklin Blvd.
Prince Lucien Campbell Hall (PLC), F3
Robinson Theatre, C2
Straub Hall, C4
Streisinger Hall, A3
Student Health Center Building, B4
Susan Campbell Hall, E3
UO Annex, E1
Villard Hall, B2
Vocanoology Building, B3
Willamette Hall, B3
Offices and Services
Academic Advising and Student Services, Oregon, A4
Academic Affairs, Johnson, D3
Academic Learning Services, PLC, F3
Academic Support and Student Services, Oregon, A4
Administration, Johnson, D3
Admissions, Oregon, A4
Affirmative Action and Equal Opportunity, Oregon, A4
Alumni Association, UO, Hendricks, D3
American English Institute, Pacific, B3
Anthropology, Condon, E2
Architecture and Allied Arts, School of, Lawrence, B2
Arts and Sciences, College of, Friendly, C3
Asian Studies, PLC, F3
Associated Students of the University of Oregon, EMU, C3
Athletics, Intercollegiate, Casanova, 2700 Centennial Blvd.
Australian Studies, PLC, F3
Biology, Klamath, A3
Bookstore, UO, 895 E. 13th Avenue, E2
Business Administration, College of, Gilbert, D2
Business Affairs, Oregon, A4
Canadian Studies, Hendricks, D3
Career Planning and Placement, Hendricks, D3
Center for Advanced Technology in Education (CATE), Education Building, C3
Chemistry, Klamath, A3
Classic, PLC, F3
Comparative Literature, Friendly, C3
Computer and Information Science, Deschutes, B4
Continuation Center, Oregon, A4
Counseling Center, University, Student Health Center, B4
East Asian Languages and Literatures, Friendly, C3
Economics, PLC, F3
Education, College of, Education Building, G3
English, PLC, F3
Environmental Studies, Condon, E2
Faculty Club, Collier, D3
Financial Aid, Student, Oregon, A4
Folklore and Ethnic Studies, PLC, F3
Foundation, UO, Johnson, D3
General Science, Oregon, A4
Geography, Condon, E2
Geological Sciences, Cascade, B3
Germanic Languages and Literatures, Friendly, C3
Graduate School, Chapman, D3
Health Center, Student Health Center, B4
High School Equivalency Program, 1685 E. 17th Avenue, C5
History, PLC, F3
Honors College, Clark, Chapman, D3
Housing, University, Walton, C4
Human Development, Center on, Clinical Services Building, H4
Human Development and Performance, College of, Esslinger, D4
Human Resources, Oregon, A4
Humanities Center, PLC, F3
Humanities Program, PLC, F3
Information and Tour Services, Oregon, A4
Inside Oregon, Johnson, D3
Instructional Media Center, Knight Library, F3
International Affairs, Johnson, D3
International Education and Exchange, Oregon, A4
International Studies, PLC, F3
Journalism, School of, Allen, C3
KWAX Radio Station, 2365 Bonnie View Drive
Labor Education and Research Center, 1675 Agate Street, C4
Law, School of, Law Center, C1
Leighton Pool, Esslinger, E4
Library, UO
Knight Library, F3
Knight Library, F3
Libraries, Fenton, D3
Medieval Studies, PLC, F3
Military Science, 1679 Agate Street, C4
Multicultural Affairs, Oregon, A4
Music, School of, Oregon State System of Volcanology Building, B3
Neuroscience, Huesis, B3
News Bureau, University, Johnson, D3
Old Oregon, Chapman, D3
Oregon Daily Emerald, EMU, C3
Oregon State System of Higher Education, Susan Campbell, E3
Orientation Office, Oregon, A4
Pacific Islands Studies, Gilbert, D2
Parking Permits (Public Safety), Straub, C4
Peace Studies, PLC, F3
Philosophy, PLC, F3
Physics, Willamette, B3
Political Science, PLC, F3
Post Office, EMU, C3
President, Johnson, D3
Printing Services, Allen, C3
Provost, Johnson, D3
Psychology, Straub, C4
Public Affairs and Development, Johnson, D3
Public Safety, Straub, C4
Publications, University, Chapman, D3
Registrar, Oregon, A4
Religious Studies, Chapman, D3
Research, Johnson, D3
Research and Sponsored Programs, Chapman, D3
Romance Languages, Friendly, C3
Russian, Friendly, C3
Russian and East European Studies, Friendly, C3
Scandinavian Studies, Friendly, C3
Sociology, PLC, F3
Southwest Asia Studies, PLC, F3
Speech, Villard, B2
Statistics, Gilbert, D2
Summer Session, Oregon, A4
Testing Office, Student Health Center, B4
Upward Bound, 1859 E. 15th Avenue
Women's Studies, PLC, F3
Work-Study, Hendricks, D3

For buildings north of campus across the Millrace, please see the detailed campus map available at Information and Tour Services in Oregon Hall.

Amazon and Westmoreland Family Housing are southwest of the campus. Amazon is on East 24th Avenue and Patterson Street (three-fourths mile). Westmoreland is on West 18th Avenue and Garfield Street (three miles).
University Officers of Administration
To call any of the listed offices, first dial 346. General university telephone information is 3111. The university’s area code is 503. Address for all university offices is University of Oregon, Eugene OR 97403.

Office of the President
Myles Brand, President
110 Johnson Hall (3036)
Alison W. Baker, executive assistant to the president (3036)
Christine E. Leonard, assistant to the president (3039)
Peter N. Swan, assistant to the president for legal affairs (3843)
Diane Wong, special assistant to the president for affirmative action and equal opportunity (2979)
Janet Wentworth, ombud officer (4215)
Emeriti
Robert D. Clark, president emeritus
Paul Olum, president emeritus
John E. Lallas, executive dean emeritus

Office of the Vice-President for Academic Affairs and Provost
Norman K. Wessells, Vice-President and Provost
103 Johnson Hall (3081)
Gerald R. Kissler, senior vice-provost for planning and resources (3082)
Lorraine G. Davis, vice-provost for academic resources and services (3050)
Kathleen G. Bowman, vice-provost for international affairs (3843)
Jan Oliver, assistant vice-president for institutional research (3186)
Oakley V. Glenn, director of public safety emeritus
Emeriti
Vernon L. Barkhurst, associate dean emeritus of students
J. Spencer Carlson, registrar emeritus
Clifford J. Constance, registrar emeritus
Kenneth S. Ghent, director emeritus, Office of International Services
Wanda M. Johnson, registrar emerita
Adell McMillan, director emerita, Erb Memorial Union
Shirley J. Wilson, dean of students emerita

Office of the Vice-President for Administration
Daniel A. Williams, Vice-President
202 Johnson Hall (3003)
Jan Oliver, assistant vice-president for institutional affairs (2820)
Trent Spradling, director, Budget Office (3044)
Sherri C. McDowell, director, Office of Business Affairs (3165)
Linda L. King, director, Office of Human Resources (3159)
Director, Department of Intercollegiate Athletics (3186)
George E. Hecht, director, Physical Plant (5243)
Carey Drayton, director, Office of Public Safety (5444)
Gerald J. Fleischli, M.D., director, Student Health Center (4447)
Michael Eyster, director, University Housing (4277)
Christopher C. Ramey, director and architect, Office of University Planning (5562)
Emeriti
H. Philip Barnhurst, director emeritus, University Housing
Leonard J. Casanova, director emeritus, Department of Intercollegiate Athletics
Oakley V. Glenn, director of public safety emeritus
N. Ray Hawk, vice-president emeritus
Muriel K. Jackson, assistant vice-president for administration emerita
J. Orville Lindstrom, director emeritus, Office of Fiscal Affairs
Avard C. Long, M.D., director emeritus, Student Health Center
W. N. McLaughlin, director emeritus, Office of Business Affairs
Marjory A. Ramey, director emeritus, Student Health Services

Office of the Vice-President for Public Affairs and Development
Brodie Remington, Vice-President
203 Johnson Hall (5555)
Barbara Edwards, associate vice-president (4788)
Dan Rodriguez, executive director, University of Oregon Alumni Association (2106)
Paul Eberle, acting executive director, University of Oregon Foundation (3006)
Kenneth Arsworthy, director, school and college programs, University of Oregon Foundation (3492)
Bob Bray, editor, Inside Oregon (5878)
Paul Bjornstad, general manager, KWAX-FM (4238)
Randy MacDonald, director, Office of Legislative and Community Relations (3822)
Matthew W. Dyste, director, Office of Merchandising (6037)
Tom Hager, editor, Old Oregon (5047)
L. Caye Vandermyrn, director, University News Bureau (3133)
George Beltran, director, Office of University Publications (3396)
Emeriti
George N. Beltz, university editor emeritus
Catherine Lauris, catalogue editor emerita
Josephine Strobel Moore, director emerita, University News Bureau
Hope Hughes Pressman, associate director of development emerita

Office of the Vice-President for Research
John T. Moseley, Vice-President
112 Johnson Hall (3186)
Patricia F. McDowell, associate vice-president for research (3186)
Carl J. Hosticka, associate vice-president for statewide educational services (2169)
Pat Martin, assistant vice-president for governmental relations (3166)
Judith Brookshire, compliance coordinator (3694)
Paula Burkhardt, director, Office of Research and Sponsored Programs (5131)
Robert McQuade, executive director, Advanced Science and Technology Institute (3189)
Gerald W. Fry, director, Center for Asian and Pacific Studies (5087)
Sandra L. Morgen, director, Center for the Study of Women in Society (5015)
Donald B. Conner, director, Center for Housing Innovation (3656)
Steven Deutsch, director, Center for the Study of Work, Economy, and Community (3002)
Geraldine E. Richmond, director, Chemical Physics Institute (4773)
John J. Stuhr, director, Humanities Center (3934)
Michael H. Posner, director, Institute of Cognitive and Decision Sciences (4941)
Brian W. Matthews, director, Institute of Molecular Biology (5151)
Monte Westerfield, director, Institute of Neuroscience (4556)
Dawson E. Soper, director, Institute of Theoretical Science (3204)
Roger Haydock, director, Materials Science Institute (4784)
Lynda P. Shapiro, director, Oregon Institute of Marine Biology (888-2581)
John S. Reynolds, director, Solar Energy Center (3656)
Lynn Stevenson, director, Technology Transfer Services (3176)
For application or admission, write or call:

Office of Admissions
240 Oregon Hall
University of Oregon
Eugene OR 97403

Telephone: (541) 346-3461
In Oregon: 1-800-232-3625