University of Oregon


The date in parentheses at the end of each entry is the first 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, except for students enrolled in courses for the Spring term. The names of the members follow; expiration date for each term is June 30 of the year shown.

Executive Committee
Les M. Swanson J., Portland, 1997
Herbert Ankenasny, Albany, 1997
Robert L. R. Bailey, The Dalles, 1996
Bob Miller, Salem, 1996
Janice E. Wilson, Portland, 1995

Members
Diane Christopher, Medford, 1995
Bobby Lee, Eugene, 1995
Esther Poente, Beaverton, 1996
Nenda Tromman Reese, Portland, 1996
George E. Richardson Jr., Portland, 1994
Jim Willis, Salem, 1997

Administrative Staff
Joseph W. Cox, chancellor, (503) 346-5700, Eugene
Weldon E. O'Leary, vice chancellor for finance and administration, (503) 346-5731, Eugene
Shirley M. Clark, vice chancellor for academic affairs, (503) 346-5721, Eugene
Robert L. Bailey, The Dalles, 1996

The OSSHE, organized in 1932, provides educational opportunities for 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. Specialized, professional, and technical programs are centered at specific institutions.

Member Institutions
Eastern Oregon State College, La Grande
David E. Gilbert, president

Oregon Health Sciences University, Portland
Peter O. Kelder, president

Oregon Institute of Technology, Klamath Falls
Lawrence J. Wohl, president

Oregon State University, Corvallis
John V. Byrne, president
Portland State University, Portland
Judith A. Ramaley, president

Southern Oregon State College, Ashland
Stephen J. Reno, president

University of Oregon, Eugene
Dave Frohnmayer, president

Western Oregon State College, Monmouth
Brett J. Youngblood, president

Mission Statement
The University of Oregon is a comprehensive research university that serves its students and the people of Oregon, the nation, and the world through the creation and transfer of knowledge in the liberal arts, the natural and social sciences, and the professions. The university is a community of scholars dedicated to the highest standards of academic inquiry, learning, and service. Recognizing that knowledge is the fundamental wealth of civilization, the university strives to enrich the public that sustains it through

- a commitment to undergraduate education, with a goal of helping the individual learn to question critically, think logically, communicate clearly, act creatively, and live ethically
- a commitment to graduate education to develop creators and innovators who will generate new knowledge and shape experience for the benefit of humanity
- a recognition that both basic and applied research are essential to the intellectual health of the university, as well as to the enrichment of the lives of Oregonians, by energizing the state's economic, cultural, and political structure
- the establishment of a framework for lifelong learning that leads to productive careers and to the enduring joy of inquiry
- the integration of teaching, research, and service as mutually enriching enterprises that together accomplish the university's mission and support its spirit of community
- the acceptance of the challenge of an evolving social, political, and technological environment by inviting and guiding change rather than reacting to it
- a dedication to the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a working community
- a commitment to international awareness and understanding and to the development of a faculty and student body that are capable of participating effectively in a global society
- the conviction that freedom of thought and expression is the bedrock on which all university activity is based
- the cultivation of an attitude toward citizenship that fosters a caring, supportive atmosphere on campus and the wise exercise of civic responsibilities and individual judgment throughout life
- a continuing commitment to affordable public higher education

Policy Statement on Equal Opportunity
The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, or any other protected consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders. Direct related inquiries to the Office of Affirmative Action and Equal Opportunity, 471 Oregon Hall, University of Oregon, Eugene OR 97403-5221; telephone (503) 346-3123, TDD (503) 346-1021. This publication will be made available in accessible formats upon request. Call the Office of University Publication at (503) 346-5596.

The University of Oregon Home Page on the World Wide Web has links to academic, administrative, and campus information: http://www.uoregon.edu/
Bulletin Expiration and Requirements Policies

The University of Oregon Undergraduate and Graduate Bulletin lists requirements for all degrees offered by the university.

Each undergraduate and graduate 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.

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 1995 or after. 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.

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 undergraduate and graduate bulletin in effect when the student was first admitted and enrolled at the University of Oregon or
   b. any subsequent undergraduate and graduate bulletin that has not yet expired

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.

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 undergraduate and graduate 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 undergraduate and graduate 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.

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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 55,000 who come 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 700 full-time faculty members, nearly 450 part-time faculty members, and close to 1,200 graduate teaching and research assistants serve as mentors, colleagues, and friends to the 16,700 undergraduate and graduate students currently enrolled at the university.

Although most students are from Oregon, about 35 percent are from other states and 11 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 brought the university almost $43 million in research grants, primarily from federal agencies. UO science departments receive national attention for their work in such areas as computer science, genetics, materials, optics, and neuroscience. Seven UO professors belong to the prestigious American Academy of Arts and Sciences. 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 date from 1876, when Deady Hall opened, to 1990, when a four-story building science complex was completed. 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 two-million volume UO Library System, a member of the Association of Research Libraries, is an important research facility for scholars throughout the Northwest.

Campus athletic facilities include the 41,000-seat Autzen Stadium, the Casanova Athletic Center, McNichol Court, Leighton Pool, Endicott Hall's gymnasiums and courts, the Harry Jerome Weight Center, Gerlinger Annex's gymnasiums and dance studios, Hayward Field's all-weather track, the Bowmen Family building, and open-air and covered tennis courts.

Student-guided tours of the university are offered by CondUCkTours, Monday through Friday. Tours may be arranged by calling (503) 346-3014. In addition, CondUCkTours distributes campus maps and a variety of pamphlets describing university programs, answers questions about services and office locations, and offers general information about the university.

Public Service

The sharing of knowledge and the love of learning do not stop at the campus borders. 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 variety of education programs in the community and volunteer their help in service activities.

University programs that are designed specifically to serve the public include the Continuation Center, which sponsors credit and noncredit activities throughout the state, and the UO's classical-music radio station, KWAX-FM, an affiliate of the Beethoven Satellite Network. In 1987 KWAX was one of the ten most listened-to public radio stations in the country. KWAX programs are rebroadcast on translators in several coastal and central Oregon communities. The stations and translators reach more than 50,000 listeners weekly.

The university's presence is also evident at its off-campus facilities—Fine Mountain Observatory in central Oregon near Bend, the coastal Oregon Institute of Marine Biology at Charleston, and the UO Portland Center.

In addition to attracting major research funding to Oregon, the university is one of Lane County's largest employers, with an annual payroll of about $123 million to about 8,500 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. Individual programs in 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 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 Commission
- Teacher Standards and Practices Commission
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CAS College of Arts and Sciences
ED College of Education;
GRAD Graduate School
J&C School of Journalism and Communication
LAW School of Law
LCB Charles H. Lundquist College of Business
MUS School of Music

UNDERGRADUATE MAJORS
Accounting (LCB) B.A., B.S.
Anthropology (CAS) B.A., B.S.
Architecture (AAA) B.Arch.
Art history (AAA) B.A.
Asian studies (CAS) B.A.
Biology (CAS) B.A., B.S.
Business administration (LCB) B.A., B.S.
Ceramics (AAA) B.F.A.
Chemistry (CAS) B.A., B.S.
Chinese (CAS) B.A.
Classical civilization (CAS) B.A.
Classics (CAS) B.A.
Communication disorders and sciences (ED) B.A., B.S.
Comparative literature (CAS) B.A.
Computer and information science (CAS) B.A., B.S.
Dance (MUS) B.A., B.S.
Economics (CAS) B.A., B.S.
Educational studies (ED) B.A., B.S., B.Ed.
English (CAS) B.A.
Environmental studies (CAS) B.A., B.S.
Exercise and movement science (CAS) B.A., B.S.
Fibers (AAA) B.F.A.
Fine and applied arts (AAA) B.A., B.S., B.F.A.
French (CAS) B.A.
General science (CAS) B.A., B.S.
Geography (CAS) B.A., B.S.
Geological sciences (CAS) B.A., B.S.
German (CAS) B.A.
Greek (CAS) B.A.
History (CAS) B.A., B.S.
Humanities (CAS) B.A.
Independent study (CAS) B.A., B.S.
Interior architecture (AAA) B.Arch.
International studies (CAS) B.A.
Italian (CAS) B.A.
Japanese (CAS) B.A.
Jazz studies (MUS) B.Mus.
Journalism (J&C) B.A., B.S.
Journalism: advertising (J&C) B.A., B.S.
Journalism: communication studies (J&C) B.A., B.S.
Journalism: electronic media production (J&C) B.A., B.S.
Journalism: magazine (J&C) B.A., B.S.
Journalism: news-editorial (J&C) B.A., B.S.
Journalism: public relations (J&C) B.A., B.S.
Landscape architecture (AAA) B.A.
Latin (CAS) B.A.
Leisure studies and services (AAA) B.A., B.S.
no admission 1995-96
Linguistics (CAS) B.A.
Mathematics (CAS) B.A., B.S.
Metalsmithing and jewelry (AAA) B.F.A.
Music (MUS) B.A., B.S.
Music composition (MUS) B.Mus.
Music education (MUS) B.Mus.
Music performance (MUS) B.Mus.
Music theory (MUS) B.Mus.
Painting (AAA) B.F.A.
Philosophy (CAS) B.A., B.S.
Physics (CAS) B.A., B.S.
Planning, public policy and management (AAA) B.A., B.S.
Political science (CAS) B.A., B.S.
Printmaking (AAA) B.F.A.
Psychology (CAS) B.A., B.S.
Religious studies (CAS) B.A., B.S.
Romance languages (CAS) B.A.
Russian (CAS) B.A.
Sculpture (AAA) B.F.A.
Sociology (CAS) B.A., B.S.
Spanish (CAS) B.A.
Theater arts (CAS) B.A., B.S.
Visual design (AAA) B.F.A.

UNDERGRADUATE MINORS
Anthropology (CAS)
Architecture (AAA)
Art history (AAA)
Biology (CAS)
Business administration (LCB)
Chemistry (CAS)
Chinese (CAS)
Community arts (AAA)
Computer and information science (CAS)
Dance (MUS)
Economics (CAS)
English (CAS) inactive
Environmental studies (CAS)
Ethnic studies (CAS)
Fine and applied arts (AAA)
French (CAS)
Geography (CAS)
Geological sciences (CAS)
German (CAS)
German area studies (CAS)
Greek (CAS)
Historic preservation (AAA)
History (CAS)
Interior architecture (AAA)
Italian (CAS)
Japanese (CAS)
Latin (CAS)
Linguistics (CAS)
Mass media studies (J&C)
Mathematics (CAS)
Medieval studies (CAS)
Music (MUS)
Music education: elementary education (MUS)
Peace studies (CAS)
Philosophy (CAS)
Physics (CAS)
Planning, public policy and management (AAA)
Political science (CAS)
Psychology (CAS)
Religious studies (CAS)
Russian (CAS)
Scandinavian (CAS)
Sociology (CAS) inactive
Spanish (CAS)
Special education (ED)
Theater arts (CAS)
Women's studies (CAS)
GRADUATE MAJORS

Accounting (LCB) Ph.D.
Anthropology (CAS) M.A., M.S., Ph.D.
Applied information management.

See Interdisciplinary studies: individualized program

Architecture (AAA) M.Arch.
Art history (AAA) M.A., Ph.D.
Arts management (AAA) M.A., M.S.
Asian studies (CAS) M.A., M.S.
Biology (CAS) M.A., M.S., Ph.D.

Chemistry (CAS) M.A., M.S.
Classics (CAS) M.A.
Communication and society (J&C) Ph.D.
Communication disorders and sciences (ED) M.A., M.S., M.Ed., Ph.D.
Community and regional planning (AAA) M.C.R.P.

Comparative literature (CAS) M.A., Ph.D.

Computer and information science (CAS) M.A., M.S., Ph.D.
Counseling (ED) M.A., M.S., M.Ed.
Counseling psychology (ED) D.Ed., Ph.D.
Creative writing (CAS) M.F.A.
Dance (MUS) M.A., M.S.
Decision sciences (LCB) M.A., M.S.

Decision sciences: business statistics (LCB) M.A., Ph.D.

Decision sciences: production and operations management (LCB) M.A., M.S., M.Ph.D.

East Asian languages and literatures (CAS) M.A.

Economics (CAS) M.A., M.S., Ph.D.

Educational policy and management (ED) M.S., D.Ed., Ph.D.

English (CAS) M.A., Ph.D.

Environmental studies. See Interdisciplinary studies: individualized program

Exercise and movement science (CAS) M.S., Ph.D.

Fibers (AAA) M.F.A.

Finance (LCB) M.A., M.S., Ph.D.

Fine and applied arts (AAA) M.F.A.

Folklore. See Interdisciplinary studies: individualized program

Foreign-language teaching. See Teaching

French (CAS) M.A.

Geography (CAS) M.A., M.S., Ph.D.

Geological sciences (CAS) M.A., M.S., Ph.D.

German (CAS) M.A., Ph.D.

Historic preservation (AAA) M.S.

History (CAS) M.A., Ph.D.

Industrial relations (LCB) M.A., M.S.

Interdisciplinary studies: individualized program (GRAD) M.A., M.S. (e.g., applied information management, environmental studies, folklore)

International studies (CAS) M.A.

Interior architecture (AAA) M.Arch.

Italian (CAS) M.A.

Journalism (J&C) M.A., M.S.

Journalism: advertising (J&C) M.A., M.S.

Journalism: electronic media production (J&C) M.A., M.S.

Journalism: magazine (J&C) M.A., M.S.

Journalism: news-editorial (J&C) M.A., M.S.

Journalism: public relations (J&C) M.A., M.S.

Landscape architecture (AAA) M.L.A.

Law (LAW) J.D.

Leisure studies and services (AAA) M.A., M.S., D.Ed., Ph.D. no admission 1995-96

Linguistics (CAS) M.A., Ph.D.

Management (LCB) M.A., M.S.

Management: corporate strategy and policy (LCB) Ph.D.

Management: general business (LCB) M.B.A.

Management: human resource management (LCB) Ph.D.

Management: organizational studies (LCB) Ph.D.

Marketing (LCB) M.A., M.S., Ph.D.

Mathematics (CAS) M.A., M.S., Ph.D.

Metalsmithing and jewelry (AAA) M.F.A.

Music composition (MUS) M.Mus., D.M.A., Ph.D.

Music conducting (MUS) M.Mus.

Music education (MUS) M.Mus., D.M.A., Ph.D.

Music history (MUS) M.A., M.Mus., Ph.D.

Music performance (MUS) M.Mus., D.M.A.

Music piano pedagogy (MUS) M.Mus.

Music theory (MUS) M.A., M.Mus., Ph.D.

Painting (AAA) M.F.A.

Philosophy (CAS) M.A., Ph.D.

Physics (CAS) M.A., M.S., Ph.D.

Political science (CAS) M.A., M.S., Ph.D.

Printmaking (AAA) M.F.A.

Psychology (CAS) M.A., M.S., Ph.D.

Public affairs (AAA) M.A., M.S.

Religious studies. See Interdisciplinary studies: individualized program

Romance languages (CAS) M.A., Ph.D.

Russian (CAS) M.A.

School psychology (ED) M.A., M.S., M.Ed., Ph.D.

Sculpture (AAA) M.F.A.

Sociology (CAS) M.A., M.S., Ph.D.

Spanish (CAS) M.A.

Special education (ED) M.A., M.S., M.Ed., Ph.D.

Special education: developmental disabilities (ED) M.A., M.S., M.Ed., Ph.D.

Special education: early intervention (ED) M.A., M.S., M.Ed., Ph.D.

Special education: exceptional learner (ED) M.A., M.S., M.Ed., Ph.D.

Special education: rehabilitation (ED) D.Ed., Ph.D.

Teaching (ED) M.A. (French, German, Japanese, Latin, Russian, Spanish)

Telecommunication and film (J&C) M.A., Ph.D.

Television and film (J&C) M.A., Ph.D.

Theater arts (CAS) M.A., M.S., M.F.A., Ph.D.

Visual design (AAA) M.F.A.

CERTIFICATES

Ethnic studies (CAS) undergraduate

Folklore (CAS) undergraduate

Russian and East European studies (CAS) undergraduate, graduate

Women's studies (CAS) graduate

MAJORS, MINORS, OPTIONS

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 grade 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. Technically, there are no minors in graduate degree and certificate programs. Graduate students, like undergraduates, may pursue options within their major disciplines.
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, admissions, registration, tuition and fees, financial aid, employment, housing, and academic and career planning. 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 Graduate School. Next comes College of Arts and Sciences, its departments and programs arranged alphabetically. The six professional schools and colleges follow in alphabetical order. The last two sections cover 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 cross-references in bold type indicate major headings.

Addresses. Following is a key to abbreviations used under Addresses in this bulletin:
- E-mail: electronic mail
- Fax: facsimile
- USPS: United States Postal Service

DEFINITIONS
The academic terms defined below are used throughout this bulletin.

Competency. A specific skill in a specific area is in the schedule of classes published each term.

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

Generic Courses. Courses numbered 100-499 are undergraduate courses; 500-999 are lower division, and 1000-4999 are upper division. Courses numbered 000 and above are either graduate or professional.

1 Credit. Represents approximately three hours of the student’s time each week for one term. This frequency means one hour in the lecture hall or laboratory in addition to two hours spent in outside preparation. The number of lecture, recitation, laboratory, or other periods required each week for any course

Group-Satisfying Course. A course that counts toward partial fulfillment of bachelor's degree requirements in one of the three general-education groups: arts and letters, social science, science

Interdisciplinary or Multidisciplinary. A course of study from two or more academic disciplines

Major. A primary undergraduate or graduate field of specialized study

Minor. A secondary undergraduate field of specialized study

Option. A subarea of specialized study within an undergraduate or graduate major or undergraduate minor

Preparatory Programs. Undergraduate courses of study taken in preparation for professional or graduate degrees
Subject Codes
The following subject codes 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 class schedules.

- AAA: Architecture and Allied Arts
- AAAP: Architecture and Allied Arts; Historic Preservation
- AAD: Arts and Administration
- ACTG: Accounting
- ALS: Academic Learning Services
- ANTH: Anthropology
- ARCH: Architecture
- ARH: Art History
- ART: Fine and Applied Arts
- ARTC: Art Ceramics
- ARTF: Art Fibers
- ARTM: Art: Metalsmithing and Jewelry
- ARTP: Art: Painting
- ARTR: Art: Printmaking
- ARTS: Art: Sculpture
- ARTV: Art: Visual Design
- ARTX: Art: Multidisciplinary
- ASTR: Astronomy
- BA: Business Administration
- BE: Business Environment
- BI: Biology
- CD: Communication Disorders and Sciences
- CH: Chemistry
- CHN: Chinese
- CIS: Computer and Information Science
- CLAS: Classics
- COLT: Comparative Literature
- CPSY: Counseling Psychology
- CRWR: Creative Writing
- DAN: Professional Dance
- DANC: Introductory Dance
- DANE: Danish
- DSC: Decision Sciences
- EALL: East Asian Languages and Literatures
- EC: Economics
- EDFM: Educational Policy and Management
- EDUC: Education
- EMS: Exercise and Movement Science
- EN: English
- ENV: Environmental Studies
- ES: Ethnic Studies
- FIN: Finance
- FINN: Finish
- FL: folklore
- FR: French
- GEOG: Geogrophy
- GEOI: Geological Sciences
- GER: German
- GRC: Greek
- H: Honors college
- HDEV: Human Development
- HIST: History
- HUM: Humanities
- IARC: Interior Architecture
- ICOL: International College
- INDO: Indonesian
- INTL: International Studies
- IST: Interdisciplinary Studies
- ITAL: Italian
- J: Journalism
- JPN: Japanese
- LA: Landscape Architecture
- LAT: Latin
- LAW: Law
- LER: Labor Education and Research Center
- LIB: Library
- LING: Linguistics
- LSS: Leisure Studies and Services
- MATH: Mathematics
- MGMT: Management
- MIL: Military Science
- MKTG: Marketing
- MUE: Music Education
- MUJ: Jazz Studies
- MUP: Music Performance
- MUS: Music
- NORS: Norwegian
- OAC: Overseas Studies: American Council of Teachers of Russian (Russia)
- OAGU: Overseas Studies: Tokyo, Aoyama Gakuin University (Japan)
- OAVI: Overseas Studies: Avison, NICSA Program (France)
- OBEI: Overseas Studies: Beijing, Central Institute for Nationalities (China)
- OBER: Overseas Studies: Bergen, University of Bergen (Norway)
- OBERT: Overseas Studies: London (England)
- OBU: Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg (Germany)
- OCHA: Overseas Studies: Prague, Charles University (Czech Republic)
- OCOL: Cologne, NICSA Program (Germany)
- OCUR: Overseas Studies: Curtin University (Australia)
- ODIS: Overseas Studies: Copenhagen, Denmark's International Study Program
- OCHAN: Overseas Studies: Hanoi, Hanoi University (Vietnam)
- OCHU: Overseas Studies: Jerusalem, Hebrew University of Jerusalem (Israel)
- OJAR: Overseas Studies: Siegen, Joseph Arts University (Germany)
- OJSB: Overseas Studies: Tokyo, CIEE Japan Summer Business and Society Program
- OKEI: Overseas Studies: Tokyo, Keio University (Japan)
- OKKU: Overseas Studies: Kohn, Kohn Kaen University (Thailand)
- OLAT: Overseas Studies: La Trobe University (Australia)
- OCNL: Overseas Studies: Linköping, University of Linköping (Sweden)
- OLON: Overseas Studies: London, NICSA Program (England)
- OLYO: Overseas Studies: Lyon, Universities in Lyon (LIL and Catholic Facilities) (France)
- OMAC: Overseas Studies: Glasgow, University of Glasgow (Scotland)

Prerequisites. 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 JO School of Law.

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

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 formal 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.

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 or major.

COURSES
Abbreviations
The following abbreviations are used in course descriptions.

Coreq: corequisite
H: honors college
P: pass/no pass
Pre: prerequisite
Re: repeatable for credit

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: only, [grading option] The planning processes by which interior spaces and forms are studied and executed. [course description]
- Pre: ARCH 183, [prequisite]

ARCH [department-department subject code] course numbers: Advanced Design-Development Media [course title] (3) [credit(s)] See Architecture, [cross-reference]

471/571, 472/572 [IARC junior/senior course numbers]: Materials of Interior Design I/II [course title (3) [course credits] P: only, [grading option] The properties, manufacture, and application of materials used in construction and interior design; field trips to supply sources. [description] Undergraduate prerequisite: ARCH 183, 182. [prequisite] Open to nonmajors with instructor's consent. [nonmatriculated students]

688 [IARC graduate-only course number]: Advanced Interior Design [course title (0-12)] [credit range; repeatable for credit] P: only, [grading option] Studio-based investigation of special aspects of interior design. [description] Pre: Option I or graduate standing in interior architecture and instructor's consent. [prequisite]
OMAL Overseas Studies: Malang, Institut Keguruan Dan Ilmu Pendidikan [Indonesia]
OMEJ Overseas Studies: Tokyo, Meiji University [Japan]
ONIJ Overseas Studies: Ercueilken, Netherlands School of Business (Nijbrooke)
OFAV Overseas Studies: Pavia, University of Pavia [Italy]
OPER Overseas Studies: Perugia, Italian University for Foreigners
OPOI Overseas Studies: Poitiers, University of Poitiers Universites in Lyon [France]
OQUE Overseas Studies: Queretaro, Summer Study in Mexico
OQUI Overseas Studies: Quito, Catholic University of Ecuador
OROM Overseas Studies: Rome, Summer Architecture Studio [Italy]
OSEV Overseas Studies: Seville, Study in Spain
OSIE Overseas Studies: NICSA Program [Italy]
OSIP Overseas Studies: Baden-Wurttemberg, Spring Intensive Program [Germany]
OSTP Overseas Studies: Russia
OSVL Overseas Studies: Seville, University of Seville [Spain]
OTAM Overseas Studies: Tampere, University of Tampere [Finland]
OUAB Overseas Studies: Aberdeen, University of Aberdeen [Scotland]
OUAC Overseas Studies: Cholula, Universidad de las Americas [Mexico]
OUEA Overseas Studies: Norwich, University of East Anglia [England]
OUPP Overseas Studies: Upsala, University of Upsala [Sweden]
OWAR Overseas Studies: Warsaw, Central Institute of Planning and Statistics [Poland]
OWAS Overseas Studies: Tokyo, Waseda University [Japan]
OXAF Overseas Experimental Program: Africa
OXAO Overseas Experimental Program: Asia and Oceania
OXEU Overseas Experimental Program: Europe
OXLA Overseas Experimental Program: Latin American
OXME Overseas Experimental Program: Middle East
OYCON Overseas Studies: Seoul, Yonsei University [Korea]
PFAB Physical Education Aerobics
PFAG Physical Education Aquatics
PFG Physical Education Gymnastics
PEI Physical Education Individual Activities
PEIA Physical Education Intercollegiate Athletics
PEMA Physical Education Martial Arts
PEMS Physical Education Multi-Sport Activities
PEOL Physical Education Outdoor Pursuits—Land
PEOW Physical Education Outdoor Pursuits—Water
PEPE Physical Education Professional Experience
PEEK Physical Education Racquet Sports
PERU Physical Education Running
PETE Physical Education Team Sports
PEW Physical Education Weight Training
PEY Physical Education Yoga Training
PHIL Philosophy
PHYS Physics
PPPM Planning, Public Policy and Management
PS Psychology
PSY Political Science
REES Russian and East European Studies
REL Religious Studies
RLM Romance Languages
RUSS Russian
SCAN Scandinavian
SOC Sociology
SPAN Spanish
SPED Special Education: Exceptional Learner
SPEI Special Education: Early Intervention
SPER Special Education and Rehabilitation
SPSY School Psychology
SWED Swedish
TA Theater Arts
TCF Telecommunication and Film
TIAT Thai
WR Expository Writing
WST Women's Studies

Course Numbering System

Except at the 500- and 600-level courses, courses in University of Oregon bulletins are numbered in accordance with the course-numbering plan of the schools in the Oregon State System of Higher Education. Instructors 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 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.

Generic Courses

Certain numbers are reserved for generic 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 500, 601, and 603 are offered pass/No pass only.

196 Field Studies: [Topic] (1-2R)
198 Workshop: [Topic] or Laboratory Projects: [Topic] or Colloquium: [Topic] (1-2R)
199 Special Studies: [Topic] (1-5R)
399 Special Studies: [Topic] (1-5R)
401 Research: [Topic]
402 Supervised College Teaching
403 Thesis
404 Internship: [Topic]
405 Reading and Conference: [Topic]
406 Field Studies: [Topic] or Special Problems: [Topic]
407/507 Seminar: [Topic]
408/508 Workshop: [Topic] or Laboratory Projects: [Topic] or Colloquium: [Topic]
409 Practicum: [Topic] or Supervised Tutoring
410/510 Experimental Course: [Topic]
503 Thesis
504 Research: [Topic]
601 Supervised College Teaching
603 Dissertation
604 Internship: [Topic]
605 Reading and Conference: [Topic]
606 Field Studies: [Topic] or Special Problems: [Topic]
607 Seminar: [Topic]
608 Workshop: [Topic] or Special Topics: [Topic] or Colloquium: [Topic]
609 Practicum: [Topic] or Supervised Tutoring or Terminal Project
610 Experimental Course: [Topic]
704 Internship: [Topic]
705 Reading and Conference: [Topic]
706 Field Studies: [Topic] or Special Problems: [Topic]
707 Seminar: [Topic]
708 Workshop: [Topic] or Special Topics: [Topic] or Colloquium: [Topic]
709 Practicum: [Topic] or Supervised Tutoring or Terminal Project
710 Experimental Course: [Topic]
1995–96 Academic Calendar

**Fall Term 1995**
- Reenrollment applications due: Friday, April 28
- New Student Orientation: Wednesday to Monday, September 20–25
- Advance Registration: Continuing students: May 15 to June 30
- New students: July 3–26
- Registration by telephone: August 1 to October 5
- Classes begin: Tuesday, September 26
- Last day to register without penalty: Thursday, September 28
- Last day to drop courses without recorded "W": Monday, April 8
- Last day to add courses: Wednesday, April 10
- Memorial Day holiday: Monday, May 27
- Spring-term final examinations: Monday to Friday, June 10–14
- Orientation: August 1 to August 31

**Summer Session 1996**
- Registration by telephone: May 6 to September 6
- Classes begin: Monday, June 24
- Last day to register without penalty: Wednesday, June 26
- Independence Day holiday: Thursday, July 4
- Eight-week session ends: Friday, August 16
- Summer-session graduation convocation: Saturday, August 17
- Eleven-week session ends: Friday, September 6

**Fall Term 1996**
- Reenrollment applications due: Friday, October 22, 1995
- Registration by telephone: November 13, 1995, to January 18, 1996
- Classes begin: Monday, January 8
- Last day to register without penalty: Wednesday, January 10
- Martin Luther King Jr. Day holiday: Monday, January 15
- Last day to drop courses without recorded "W": Tuesday, January 26
- Last day to add courses: Thursday, January 18
- Winter-term final examinations: Monday to Friday, March 18–22
- Spring vacation: March 23–31

**Spring Term 1996**
- Reenrollment applications due: Friday, February 2
- Registration by telephone: February 26 to April 10
- Classes begin: Monday, April 1
- Last day to register without penalty: Wednesday, April 3
- Last day to drop courses without recorded "W": Monday, April 8
- Last day to add courses: Wednesday, April 10
- Memorial Day holiday: Monday, May 27
- Spring-term final examinations: Monday to Friday, June 10–14
- Alumni Day: Saturday, June 15
- Commencement Day: Sunday, June 16

**September 1995**
- September 5
- Labor Day holiday: Monday, September 2
- September 10
- Labor Day holiday: Monday, September 2
- September 12
- Labor Day holiday: Monday, September 2
- September 15
- Labor Day holiday: Monday, September 2
- September 19
- Labor Day holiday: Monday, September 2
- September 22
- Labor Day holiday: Monday, September 2
- September 26
- Labor Day holiday: Monday, September 2
- September 28
- Labor Day holiday: Monday, September 2
- September 30
- Labor Day holiday: Monday, September 2

**October 1995**
- October 2
- Columbus Day holiday: Monday, October 8
- October 5
- Columbus Day holiday: Monday, October 8
- October 7
- Columbus Day holiday: Monday, October 8
- October 9
- Columbus Day holiday: Monday, October 8
- October 12
- Columbus Day holiday: Monday, October 8
- October 15
- Columbus Day holiday: Monday, October 8
- October 17
- Columbus Day holiday: Monday, October 8
- October 19
- Columbus Day holiday: Monday, October 8
- October 22
- Columbus Day holiday: Monday, October 8
- October 24
- Columbus Day holiday: Monday, October 8
- October 26
- Columbus Day holiday: Monday, October 8
- October 29
- Columbus Day holiday: Monday, October 8

**November 1995**
- November 2
- Columbus Day holiday: Monday, October 8
- November 5
- Columbus Day holiday: Monday, October 8
- November 7
- Columbus Day holiday: Monday, October 8
- November 9
- Columbus Day holiday: Monday, October 8
- November 11
- Columbus Day holiday: Monday, October 8
- November 14
- Columbus Day holiday: Monday, October 8
- November 16
- Columbus Day holiday: Monday, October 8
- November 18
- Columbus Day holiday: Monday, October 8
- November 20
- Columbus Day holiday: Monday, October 8
- November 22
- Columbus Day holiday: Monday, October 8
- November 24
- Columbus Day holiday: Monday, October 8
- November 26
- Columbus Day holiday: Monday, October 8
- November 28
- Columbus Day holiday: Monday, October 8
- November 30
- Columbus Day holiday: Monday, October 8

**December 1995**
- December 1
- Columbus Day holiday: Monday, October 8
- December 3
- Columbus Day holiday: Monday, October 8
- December 5
- Columbus Day holiday: Monday, October 8
- December 7
- Columbus Day holiday: Monday, October 8
- December 9
- Columbus Day holiday: Monday, October 8
- December 11
- Columbus Day holiday: Monday, October 8
- December 13
- Columbus Day holiday: Monday, October 8
- December 15
- Columbus Day holiday: Monday, October 8
- December 17
- Columbus Day holiday: Monday, October 8
- December 19
- Columbus Day holiday: Monday, October 8
- December 21
- Columbus Day holiday: Monday, October 8
- December 23
- Columbus Day holiday: Monday, October 8
- December 25
- Columbus Day holiday: Monday, October 8
- December 27
- Columbus Day holiday: Monday, October 8
- December 29
- Columbus Day holiday: Monday, October 8
- December 31
- Columbus Day holiday: Monday, October 8
HONORARIES AND AWARDS

One of two national honorary 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) 346-3211

Golden Key national honorary 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 Coppack-Bland, Adviser
(503) 346-2221

Founded in 1776, the Phi Beta Kappa Society is the oldest and most prestigious honorary society in the nation. The Alpha of Oregon chapter has a younger sibling 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. Recent Phi Beta Kappa Visiting Scholars are Stan Brakhage, Elaine Showalter, and Marjorie Perloff. A cash prize is offered each spring to the undergraduate winner of the Stanley Buck Greenfield Phi Beta Kappa Essay Prize contest; the 1994 prize was $300.

Selection for Phi Beta Kappa is automatic, but students do not have to apply or be nominated for consideration. A membership committee of faculty and staff members reviews academic records to determine whether they fulfill the minimum requirements for membership in the society 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 the Phi Beta Kappa Society; they take effect with the spring 1996 election.

1. 164 credits completed by the beginning of the spring term of the election
2. Cumulative UO grade-point average (GPA) of 3.70, or 3.50 if the last five terms' GPA is at least 3.50. In computing the last five-term GPA, any term is counted in which a student has earned 9 credits or more of A, B, C, D, or F grades
3. Five terms and 80 credits completed at the UO before the term in which the election is held
4. Either 123 UO credits or 75 percent of the credits earned at the UO in courses considered liberal in character
5. 32 upper-division liberal credits in UO courses of at least 3 credits each. No more than 8 of these 32 credits shall be elective pass/no pass (PIN), i.e., P without an asterisk; at least two breadth courses outside the major subject code must be taken for letter grades. Liberal courses that are outside the College of Arts and Sciences (CAS) and share the same subject code are assigned to one of the three groups. CAS courses with the same subject code can be applied only to a single group, even if some of the courses fall into one group and others into a different group
6. Breadth requirement—distribution among these 32 credits in one of the following three ways:

a. at least three courses in each of two groups that correspond to the three undergraduate general-education groups (arts and letters, social science, science) or
b. at least three courses in one of those groups and two courses in each of the other two or
c. at least three courses in each of two departments in one group and two courses in a third department in any group

7. No evidence of academic misconduct or poor character

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

Phi Eta Sigma
Lynn Black, Adviser
(503) 346-0696

UC freshmen who have a cumulative GPA of 3.50 and 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
Tracy Lampman, Adviser
(503) 346-3201

Druids is an honorary 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) 346-5216
Established in 1910, Friars is the oldest honorary on the UO campus. Membership is composed of faculty members and of 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. No application is required. Prospective members are nominated from within the active membership. New members are selected each spring.

Mortar Board
Lawrence H. Smith, Adviser
(503) 346-5235
A national honorary society for seniors, Mortar Board emphasizes leadership, scholarship, and service. To be eligible for membership, students must have completed at least 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
Richard P. Gale, Adviser
(503) 346-3981
An international sociological honorary society, Alpha Kappa Delta is open to students 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: $30

Asklepiads
Mattie G. Strange, Adviser
(503) 346-5211
Asklepiads is a scholastic honorary society 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 earned a high GPA in science courses, completed at least one term of organic chemistry, and participated in extracurricular activities. Applications are available in 164 Oregon Hall. Initiation fee: $20

Beta Alpha Psi
Craig E. Lefanowicz, Adviser
(503) 346-5091
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. Lyle, Adviser
(503) 346-3329
Beta Gamma Sigma, a national scholastic honorary society in business administration, promotes "the advancement of education in the art and science of business and fosters integrity in 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: $55

PROFESSIONAL ORGANIZATIONS

Delta Phi Alpha
Susan C. Anderson, Adviser
(503) 346-4051
Chartered in 1906, Delta Phi Alpha is a national honorary society dedicated to promoting the study of German language, literature, and civilization to furthering an interest in and a better understanding of German-speaking people and to fostering a sympathetic appreciation of German culture. Membership is open to graduate and undergraduate students who have completed two years of college German. Students must have an overall GPA of 2.75 and a GPA of 3.20 in their German courses. Initiation fee: $10

Kappa Tau Alpha
Alan G. Stavitsky, Adviser
(503) 346-5848
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 3.30 or better and be in the top 10 percent of their graduating class. Faculty members in the School of Journalism and Communication select new members. Initiation fee: $12

Mathematics Association of America
Michael N. Dyer, Adviser
(503) 346-5621
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
Sarah E. Maxwell, Adviser
(503) 346-3761
An international music fraternity, Mu Phi Epsilon enables members to gain experience in public performances. Music majors or minors who have reached second- or third-year 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: $45

Order of the Coif
Laird C. Kirkpatrick, Adviser
(503) 346-3854
Chartered at the UO in 1936, Order of the Coif is a national law-school honorary society 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 Alpha Theta
Glenn A. May, Adviser
(503) 346-4320
Phi Alpha Theta was organized for the purpose of recognizing excellence in the study of history. An undergraduate must have completed at least 12 credits with a grade point average of 3.10 or better. 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 honorary 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: $20

Pi Gamma Mu
Hilda Yee Young, Adviser
(503) 346-3211
Pi Gamma Mu is an international society for junior, senior, 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: $15
Psi Chi
Robert Mauro, Adviser
(503) 346-4917

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
Charlotte Schellman, Adviser
(503) 346-5229

Sigma Xi encourages both pure and applied scientific research through five major activities: recognition of individual research promise and achievement; publication in American Scientists of research in progress; 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 on grades or degrees. Initiation fee: $35

SERVICE ORGANIZATIONS
Alpha Phi Omega
Mary Hudzikiewicz, Adviser
(503) 346-3216

A service honorary organization 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 RCH Oregon Hall. Initiation fee: $15

Circle K International
Mary Hudzikiewicz, Coordinator
(503) 346-3216

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. Students who are on the Dean’s List all three terms of an academic year are named Dean’s Scholars.

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 honorary society during winter term.

Latin Honors

Graduating seniors are considered for summa cum laude, magna cum laude, and 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 the Office of the Dean of Students.

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 (senior)
Doyle Higdon Memorial Trophy (senior student-athlete)
Emerald Athletic Award (junior 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 doctoral students)
Jackson Athletic Trophy (senior woman athlete)
Jewel Hairston Bell Award (person of color)
Koyal Cup (junior man)
Maurice Harold Hunter Leadership Scholarship (junior man from Oregon)
Mother’s Club Scholarships (any student)
Ola Love Fellowship, American Association of University Women (graduate student)
Outstanding International Student Awards (any student)
Ray Hawk Award (senior)
Theresa Kelly Janet Award (any student)

Vernon Barkhurst Award (senior)
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.

Neil Blackman Memorial Scholarship (undergraduate and graduate students in humanities or political philosophy relevant to human rights and the responsibilities of individuals to democratic institutions)
Thomas Condon Fellowship in Paleontology (graduate student in paleontology)

Eric Englund Scholarship (senior or first-year graduate student in English or history)
Alicia Henson Ernst Scholarship (first-year graduate student in English)
Fulbright Grants for Overseas Study (graduate students)
Fulbright-Hays Dissertation Research Abroad Program (doctoral candidates)
German Academic Exchange Service Study Grant (undergraduate students)

Marshall Scholarship

Outstanding Graduate Teaching Fellow Award (graduate teaching fellow in geological sciences)
Rhodes Scholarship

Rotary International Scholarship

Stanley Mowrey Scholarship (first-year graduate student in English)
Lloyd Staples Fellowship (undergraduate and graduate students in geological sciences)
Truman Scholarship (junior-year undergraduate student)
James C. Stovall Fellowship Fund (awards to undergraduate students in geological sciences)

Prizes

Several cash prizes are awarded for student essays and other competitions. 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 $100 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.

The Department of Philosophy oversees the George Rebec Essay Contest. Prizes of $200 each are awarded for the best undergraduate and graduate essays on any area of philosophy.

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

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

**APPLICATION DEADLINES**

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**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 $50 application fee.
2. A transcript showing at least six semesters of the applicant's high school record.
3. The results of either the Scholastic Assessment Test I (SAT I) or the American College Test (ACT).
4. A final transcript of the applicant's high school record certifying graduation.
5. Students may apply any time after October 15 of their senior year in high school. University of Oregon application forms are available from the Office of Admissions.

**Freshman Admission Prerequisites**

To be admitted to the University of Oregon, students must meet the minimum number of years of study in certain disciplines and meet the grade point average or test score alternatives outlined below. Tourteen units (one unit equals one year) of college preparatory course work are required. Specific subject requirements include the following:

**English**—four years. All four years should be in preparatory composition and literature with emphasis on frequent practice in writing an 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, calculus, finite mathematics, advanced applications, probability and statistics, or courses that integrate topics from two or more of these areas. It is recommended that an advanced mathematics course be taken in the senior year. Regardless of the pattern of mathematics courses or the number of years of mathematics taken, the mathematics course work must culminate at the Algebra II (or equivalent) level or higher.

**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 laboratory science recommended).

**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 that may satisfy this requirement.

Effective fall 1997, students will be expected to have completed two years of study in one foreign language.

**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.

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 or
   b. A predicted first-term GPA of 2.00 or better, based on a combination of high school GPA and SAT I 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). Students who have graduated from a nonstandard or unaccredited high school or home school must complete either the SAT I or the ACT and take the SAT II in English, Mathematics I or II, and a third test of the student's choice. 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 = No 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.

### 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. Students must have successfully completed one course each in college-level writing and mathematics with grades of C- or better and must be eligible to return to the last college attended. 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 indicates 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 of Oregon. 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 unaccredited 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.

### 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 $50 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.

### Premajors 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 premajors 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 Lundquist College of Business; School of Journalism and Communication; international studies; planning, public policy and management; and psychology 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.

Undergraduate applicants from countries other than the United States are admitted full 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 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 graduate application forms, applicants should write directly to the department or schools in which they plan to study. Each school or department determines its specific requirements and application deadlines for graduate admission.
NOTICE TO NONRESIDENTS OF THE STATE OF OREGON

Residence Classification Policy and Procedures

On November 20, 1992, the Oregon Board of Higher Education adopted amendments to its administrative rules regarding residency, effective November 1, 1993. The rules, as amended, appear below.

Residence Policy

In Oregon, as in all other states, instruction fees at publicly supported four-year colleges and universities are higher for nonresident students than for resident students. Currently, nonresident students are assessed tuition rates that approximate the full cost of instruction.

The current rules and amendments effective November 1, 1993, used in determining residency seek to ensure that only bona fide Oregon residents are assessed the resident fees. These rules—Oregon Administrative Rules, Chapter 580, Division 10, Board of Higher Education—appear below.

Only duly authorized admissions officers have authority to apply and interpret these rules and procedures. No other indication or determination of residency by any other institutional office, department, program, or staff represents the official institutional determination of residency.

Summary of Key Considerations in Determining Classification as a Resident

1. Establishment of a domicile in Oregon for a period of 12 months or more prior to the beginning of the term for which residency is sought.
2. Financial dependence on an Oregon resident or financial independence.
3. Primary purpose for being in Oregon other than to obtain an education.
5. Various other indicia of residency, e.g., ownership of Oregon living quarters, permanent Oregon employment, payment of Oregon income taxes.

OREGON BOARD OF HIGHER EDUCATION ADMINISTRATIVE RULES

Residence Classification

Definitions 580-10-021 For the purpose of rules 580-10-030 through 580-10-043, the following words and phrases mean:

(1) "Domicile" designates a person's true, fixed, and permanent home and place of habitation. It is the place where a person intends to remain and to which the person expects to return when the person leaves without intending to establish a new domicile elsewhere.

(2) "Financially independent" designates a person who has not been and will not be claimed as an exemption and has not received and will not receive financial assistance in cash or in kind of an amount equal to or greater than that which would qualify him or her to be claimed as an exemption for federal income tax purposes by another person except his or her spouse for the current calendar year and for the calendar year immediately prior to the year in which application is made.

(3) "Dependent" is a person who is not financially independent.

(4) The effective date of this rule is November 1, 1993.

Determination of Residence

580-10-030 (1) For purposes of admission and instruction fee assessment, OSSHE institutions shall classify a student as Oregon resident or nonresident. In determining resident or nonresident classification, the primary line is one of intent. If a person is in Oregon primarily for the purpose of obtaining an education, that person will be considered a nonresident. For example, it may be possible for an individual to qualify as a resident of Oregon for purposes of voting or obtaining an Oregon driver's license and not meet the residency requirements established by these rules.

(2) An Oregon resident in a financially independent person who, immediately prior to the term for which Oregon resident classification is requested:

(a) Has established and maintained a domicile in Oregon of not less than 12 consecutive months; and

(b) Is primarily engaged in activities other than those of being a college student.

(3) A student may be considered primarily engaged in educational activities regardless of the number of hours for which the student is enrolled. However, students enrolled for more than seven hours per semester or quarter shall be presumed to be in Oregon primarily for educational purposes.

(4) The criteria for determining Oregon resident classification shall also be used to determine whether a person who has resided from Oregon has established a non- Oregon residence.

(5) If institutional records show that the residence of a person or the person's legal custodian upon whom the person is dependent is outside of Oregon, the person shall continue to be classified as a nonresident until the person requests residence classification.

(6) The effective date of this rule is November 1, 1993.

Residency Consideration Factors

580-10-031 (1) The following factors, although not necessarily conclusive or exclusive, have probative value in support of a claim for Oregon resident classification:

(a) Employment by a person or the person's legal custodian may establish Oregon residency; and

(b) Acceptance of an offer of permanent employment in Oregon shall be presumed to be an Oregon resident.

(2) Residency classification as an Oregon resident is also a person who is dependent on a parent or legal custodian who meets the Oregon residency requirements of these rules.

STATE BOARD OF EDUCATION ADMINISTRATIVE RULES

Residency Consideration Factors

Definitions 580-10-021 For the purpose of rules 580-10-030 through 580-10-043, the following words and phrases mean:

(1) "Domicile" designates a person's true, fixed, and permanent home and place of habitation. It is the place to which a person intends to remain and to which the person expects to return when the person leaves without intending to establish a new domicile elsewhere.

(2) "Financially independent" designates a person who has not been and will not be claimed as an exemption and has not received and will not receive financial assistance in cash or in kind of an amount equal to or greater than that which would qualify him or her to be claimed as an exemption for federal income tax purposes by another person except his or her spouse for the current calendar year and for the calendar year immediately prior to the year in which application is made.

(3) "Dependent" is a person who is not financially independent.

(4) The effective date of this rule is November 1, 1993.

(5) (a) Employment in any position normally filled by a student:
Evidence of Financial Dependency

(1) In determining whether a student is financially dependent and whether his or her parent, or her legal custodian p.s, the federal income tax evidence of financial dependency of Oregon income or other Oregon taxes; or

(2) Residence Classification of Aliens

(a) Are stationed in Oregon as members of the armed forces or their dependents or legal custodians, a member of the armed forces or his or her legal custodian, or a dependent child of a member of the armed forces who:

(1) Is a nonresident alien;

(2) Is an alien holding an immigrant visa or a resident of the United States is eligible to be considered an Oregon resident if OAR 580-10-030 is otherwise satisfied. The date of receipt of the immigrant visa, the date of approval of political asylum, or the date of approval of lawful permanent residence, whichever is later, shall be the date upon which the 12 months and other residency requirements under OAR 580-10-030 shall begin to accrue.

(b) Reliance upon non-Oregon resources for financial assistance from another state may count in the state while in the armed forces to establish Oregon residency. Dependent child" includes any child of a member of the armed forces who:

(1) Is under 18 years of age and not married, otherwise emancipated, or self-supporting; or

(2) 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 his or her support.

Residence Classification of Aliens

580-10-040 (1) An alien holding an immigrant visa or a resident of the United States is eligible to be considered an Oregon resident if OAR 580-10-030 or other similar circumstances, or otherwise admitted for permanent residence in the United States is eligible to be considered an Oregon resident if OAR 580-10-030 is otherwise satisfied.

(a) 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:

(1) Is under 18 years of age and not married, otherwise emancipated, or self-supporting; or

(2) 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 his support.

Residence Classification of Armed Forces Personnel

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.

(a) Nonresident status, or the date of approval of political asylum or refugee status, the date of approval of lawful permanent residence, whichever is earlier, shall be the date upon which the 12 months and other residency requirements under OAR 580-10-030 shall begin to accrue.

(b) Evidence of financial assistance from another state may count in the state while in the armed forces to establish Oregon residency.

580-10-041 (1) If an Oregon resident student enters an institution outside of Oregon and later seeks to re-enroll in an Oregon institution, the residence classification of that student shall be recomputed and determined on the same basis as for any other person.

(2) A person whose nonresident legal custodian establishes a permanent Oregon residence as defined in OAR 580-10-030 during a term when the dependent is enrolled at an Oregon institution, may register as a resident at the beginning of the next term.

(3) Once established, classification as a resident continues as long as the student remains in continuous academic year enrollment in the classifying institution.

(4) A person who seeks classification as a resident under these rules shall complete and submit a notarized Oregon resident information affidavit. The affidavit and all required supportive documents and materials must be submitted by the last day to register for the term in which resident status is sought.

(5) No Oregon institution is bound by any determination of residency except by duly authorized officials under procedures prescribed by the IRC. The affidavit and all required supportive documents and materials must be submitted by the last day to register for the term in which resident status is sought.

Review of Residence Classification Decisions by IRC

580-10-035 (1) An interinstitutional residency committee (IRC) is established consisting of the officers determining student residence classification at Department institutions and a member of the Chancellor's staff appointed by the Chancellor. The member of the Chancellor's staff shall serve as chairperson. A majority of the members of the Committee shall constitute a quorum. A majority of a quorum may make decisions.

(2) Residence cases of unusual complexity, especially where there may be conflict of rules, may be referred by an institution residence classification officer to the IRC for decision.

(3) Any person who is aggrieved by the institution residence classification may, within ten (10) days of the date mailing or other service of classification decision, appeal the classification to the IRC. An aggrieved person may supply written statements to the IRC for consideration in reviewing the case and may also make an oral presentation to the IRC. The decision of the IRC shall be final unless appealed.

(4) A person dissatisfied with the IRC decision may, within ten (10) days of the date of mailing or other service of the IRC decision, appeal the IRC decision to the Vice Chancellor for Academic Affairs. An appeal to the vice chancellor shall be in writing only. The vice chancellor's decision shall be final.

(5) A person granted a minutes hardship exception to residence under this rule prior to July 1, 1990, shall not lose the exception solely because of the repeal of the exception authorization.

Residents Under WICHE

580-10-047 A certification officer, designated by the Board, shall determine the residence classification of any person seeking certification as an Oregon resident, pursuant to the terms of the WICHE Compact. Any person dissatisfied with the decision of the certification officer may appeal to the IRC. The decision of the IRC shall be final unless further appeal is made to the Vice Chancellor for Academic Affairs pursuant to OAR 580-10-045(4).

Residence Classification Procedures

To be considered for classification as a resident, certain procedures and materials must be submitted to the institutional residency officer in a complete and timely manner.

(1) Obtain and complete the "Residence Information Affidavit", which is available from the institutional residency officer.

(2) Consult with the residency officer on the provisions of all requirements and materials requested.

(3) Submit the affidavit and all other required materials and documents by the last day to register for the term in which resident status is sought.

Residence Classification Appeals

Any person may appeal on institutional residence classification decision within ten days of the date of mailing or other notification of the decision. The appeal may be made to the State System's Interinstitutional Residency Committee (IRC) in writing or in person by notifying the institutional residency officer. The decision of the IRC may be appealed to the Vice Chancellor for Academic Affairs in writing within ten days of notification of the IRC decision. The decision of the vice chancellor is final.

More information or assistance with residence classification may be obtained from Larry Waddell, Office of Admissions, 2217 University of Oregon, Eugene OR 97403-1217, telephone (503) 346-5581. In Oregon call toll free (800) 232, 3825.

Students who knowingly submit altered transcripts or applications jeopardize their admission status and could have their registration canceled. All records submitted, filed, and accumulated in the Office of Admissions become the property of the university.
REGISTRATION AND ACADEMIC POLICIES

220 Oregon Hall
Telephone (503) 356-3243
Herbert R. Cherek, Registrar

ACADEMIC YEAR

The university divides the academic year into three terms of approximately eleven 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 Admission Deadlines under Admission Requirements for 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 responsible for familiarizing with university requirements governing such matters as registration, academic standards, student activities, student conduct, and organizations. Complete academic regulations are included in each term in the separately published UO Schedule of Classes, which may be purchased for 25¢ at the UO Bookstore and the Ebo Memorial Union main desk store.

This publication, the 1995-96 University of Oregon Undergraduate and Graduate Bulletin, is a statement of university rules, regulations, and calendars that go into effect at the opening of fall term 1995. 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 student has not completed all of those requirements. Major requirements are determined by the academic departments. All programs, requirements are subject to change for students who are not continuously enrolled. See Bulletin Expiration and Requirements Policies, in the Contents section of this bulletin, for more information.

Undergraduate and graduate degrees and certificates are listed in the Academics Majors and Minors sections 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). Letter-graded work is designated A, B, C, D, or F. Pass/no pass work is designated P or N. An asterisk after the P or N indicates that the course is offered P/N only. 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 affix + or - to the grades A, B, C, and D.

Pass/No Pass

Courses that are offered pass/no pass (P/N) only are assigned P or N grades. Courses offered for letter grades or pass/no pass use P or N grades without an asterisk.

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 college or university if the director of admissions cannot equate the quality of the work to the UO grading system.

Marks

AU (audit). A student-initiated mark. Audit enrollments are recorded on the student's academic record, but no credit is earned by audit. Audited classes do not satisfy degree requirements; nor do they count toward the undergraduate degree's continuous enrollment requirement.

(I incompletes). An instructor-initiated mark. A mark of I 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 successfully 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. Applicants for graduation should see special limitations under Application for a Degree. Graduate students should refer to the Graduate School section of this bulletin for time limits on the removal of incompletes.

W (withdrawal). A student-initiated mark. Students may withdraw from a course by using telephone registration. See the schedule of classes for deadlines.

X (for 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 only for work done at the University of Oregon. Points are assigned 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 AU, L, 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 AN UNDERGRADUATE DEGREE

Students who plan to receive a bachelor's 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 schedule 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 are made only during the thirty days following the granting of the degree.

Applications for graduate degrees are available from the Graduate School.

BACHELOR'S DEGREE REQUIREMENTS

Candidates for bachelor's degrees conferred fall 1995 and thereafter must satisfy the general university requirements that went into effect fall 1993 or subsequently.

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

University Requirements Credits

A total of 180 credits with passing grades are required for the bachelor of arts, bachelor of science, bachelor of education, and bachelor of music.

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.

Concurrent Degrees. 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 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, 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 120 of the 180 required credits, 100 of the 220 required credits, or 171 of the 231 required credits, each student must complete at least 45 credits at the university as a formally admitted student.

Total Credits of A, B, C, D
Students must earn 66 transfer or University of Oregon credits with grades of A, B, C, D, or P. Credits earned in courses offered only pass/no pass must be the P* designation. UO Credits of A, B, C, D
A minimum of 45 credits graded A, B, C, D, or Satisfactory completion of the 220 required credits, 165 of the 225 required credits, must be earned at the University of Oregon as a formally admitted student.

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 or WR 210 and WR 122 or WR 222 or WR 223 or equivalents) with grades of C or better. For placement purposes, 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 and major (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.

Bachelor of Science (B.S.) Requirements
Students admitted to the university fall 1990 and thereafter must demonstrate proficiency in mathematics or computer and information science or a combination of the two. The requirement may be satisfied in one of the following ways, depending on the student's mathematics experience. Courses must be completed with grades of C- or P, or better.

1. Students with a limited background in mathematics can complete the requirement with any of the combinations of three courses listed below. Inquire at the Office of Academic Advising and Student Services, 164 Oregon Hall, for other possible combinations.

   - MATH 105, 166, 117 (any three): MATH 105, 111, 243
   - MATH 111, 425, 426

2. Students who placed above the MATH 111 level on the mathematics placement test may complete the requirement with any two courses chosen from the following: MATH 112, 231, 241, 243 or 425

   - CIS 121, 122, 133, 134, 210

3. Students who have MATH 111 skills and an additional prerequisite course or appropriate skills may complete the requirement with one course chosen from the following:

   - MATH 232, 233, 241, 251, 252, 253, 271, 272
   - CIS 211, 212, 234

4. Students planning to transfer to a fifth-year elementary-education program at another school may complete the following: MATH 111 or 112, MATH 211, 212, 213

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. Approved group-satisfying courses must be at least 3 credits each. 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 UO bulletins.

Group Requirements: Fall 1995
Fall 1995 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 a minimum of 48 credits including 16 credits in approved group-satisfying courses in each of three general-education groups: arts and letters, social science, and science. Each group must include (1) at least two courses with the same subject code and (2) at least one course with a different subject code. No more than three courses with the same subject code may be taken to fulfill the total 48-credit requirement.

BACHELOR OF ARCHITECTURE
EDUCATION, INTERIOR ARCHITECTURE, LANDSCAPE ARCHITECTURE, OR MUSIC
Students must complete a minimum of 36 credits including 12 credits in approved group-satisfying courses in each of three general-education groups: arts and letters, social science, and science. Each group must include at least two courses with different subject codes. Two groups must each include at least two courses with the same subject code. No more than three courses with the same subject code may be taken to fulfill the total 36-credit requirement.

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

Art History (ARH)
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
322 Art of Ancient Greece
323 Art of Ancient Rome
349 History of Prints
353 19th-Century Art
352 20th-Century Art
359 History of Photography

Arts and Administration (AAD)
250 Art and Human Values
251 The Arts and Visual Literacy
252 Art and Gender

Classics in English Translation (CLAS)
201 Greek Life and Culture
202 Roman Life and Culture
301 Greek and Roman Epic
302 Greek and Roman Tragedy
303 Classical Greek Philosophers
304 Classical Comedy
305 Latin Literature
314 Gender and Sexuality in Antiquity
321 Classical Myths
322 Ancient Historiography
323 Ancient Mythology and Oratory

Classics: Greek (GRK)
301, 302, 303 Author: [Topic]
304 Classics: Latin (LAT)
301, 302, 303 Author: [Topic]

Comparative Literature (COLT)
101 Literature, Language, Culture
201, 202, 203 Genres in Cultural Perspective
311 Approaches to Comparative Literature

Dance (DAN)
251 Looking at Dance
301 Dance and Folk Culture
302 Dance in Asia

East Asian Languages and Literatures (EAIL)
210 China: A Cultural Odyssey
211 Japan: A Cultural Odyssey

East Asian Languages and Literatures: Chinese (CHN)
150 Introduction to the Chinese Novel
151 Introduction to Chinese Film
152 Introduction to Chinese Popular Culture
201, 202, 203 Second-Year Chinese
301, 302, 303 Third-Year Chinese
305, 306, 307 Introduction to Chinese Literature
350 Women, Gender, and Chinese Literature
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<td>354 Introduction to 20th-Century Music</td>
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<td>358 Music in World Cultures</td>
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<td>359 Music of the Americas</td>
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<td>380 Film, Drama, Photography, Music</td>
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<td>211 Existentialism</td>
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<td>213 Eastern Philosophy</td>
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<td>301, 302, 303 History of Philosophy: Ancient to Renaissance</td>
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<td>304, 305, 306 History of Modern Philosophy</td>
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<td>322 Philosophy of the Arts</td>
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<td>360 Philosophy in the 20th Century</td>
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<td>317, 318, 319 Survey of French Literature</td>
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<td>330 French Poetry</td>
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<td>333 French Narrative</td>
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<td>351, 352 Women's Literature, Art, and Society</td>
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Students should inquire at the department about possible substitution of a minor or second major in linguistics, philosophy, or religious studies for the arts and letters group requirement. A minor or second major in any other department listed under the arts and letters group may be substituted for the arts and letters requirement with the completion of at least one course in another subject. A minor or second major containing courses from two groups may be substituted for only one group.

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<td>301 Ethnology of Hunters and Gatherers</td>
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<td>314 Women and Culture I: Politics, Production,</td>
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<td>315 Women and Culture II: Creativity and Symbols</td>
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<td>320 Native North Americans</td>
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<td>330 Urban and Regional Economic Problems</td>
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304 The Fossil Record
306 Volcanoes and Earthquakes
307 Oceanography
308 Geology of Oregon and the Pacific Northwest
310 Earth Resources and the Environment
Mathematics (MATH)
105, 106, 107 University Mathematics I,II,III
211, 212, 213 Fundamentals of Elementary Mathematics I,II,III
231, 232, 233 Elements of Discrete Mathematics 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

Physics (PHYS)
101, 102, 103 Essentials of Physics
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
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301, 302, 303 Physical Principles of Nature

Psychology (PSY)
201 Mind and Brain
304 Biopsychology

Anthropology (ANTH)
213 Oregon Native Americans
320 Native North Americans
345 Native American History
346 Native American Archaeology
347 Native American Cultures
350 Women, Gender, and Ethnicity
351 History of Women in America
359 Music of the Americas
360 Music of the Americas
361 History of Gospel Music
362 Latin American Music
363 African American Music

Theater Arts (TA)
672 Multicultural Theater: [Topic]

Category B: Identity, Pluralism, and Tolerance
The goal is to gain scholarly insight into the construction of collective identities, the emergence of representative voices from varying social and cultural standpoints, and the effects of prejudice, intolerance, and discrimination. The identities at issue may include ethnicities as in Category A, as well as classes, genders, religions, sexual orientations, or other groups whose experiences contribute to cultural pluralism. This category includes courses that analyze the general principles underlying tolerance, or the lack of it.

Anthropology (ANTH)
375 Evolution of Human Sexuality
376 Women and Culture I: Politics, Production, and Power
377 Women and Culture II: Creativity and Symbols
378 Scientific Racism: An Anthropological History
379 Anthropology of Religion
381 Anthropology of Gender
383 Feminism and Ethnography
401 North American Prehistory
402 Middle American Prehistory
403 South American Prehistory
404 Native American Prehistory
405 Race, Culture, and Sociology
406 Sexual and Ethnic Dimensions in Health Arts and Administration (AAD)
200 Art and Human Values
201 The Arts and Visual Literacy
202 Art and Gender
452 Women and Their Art

Classics in English Translation (CLAS)
474 Gender and Sexuality in Antiquity

Comparative Literature (COLT)
101 Literature, Language, Culture
301 Approaches to Comparative Literature
473 World Literature
477 Nation and Resistance

East Asian Languages and Literatures: Chinese (CHN)
350 Women, Gender, and Chinese Literature
351 Women, Gender, and Chinese Literature

Economics (EC)
350 Urban and Regional Economic Problems
430 Urban and Regional Economics

English (ENG)
315 Women Writers’ Cultures: [Topic]
316 Women Writers’ Forms: [Topic]
322 African American Literature: [Topic]
401 History of Jazz
402 Political Science (PS)
403 Introduction to Urban Politics
404 Romance Languages: Mexican (MEX)
405 Hispanic Literature in the United States
406 Sociology of Race Relations

Multicultural Requirement
Bachelor’s degree candidates who enter the university fall 1999 or after, including those with associate of arts degrees, must complete one course in each of the following categories: A: American Cultures, B: Identity, Pluralism, and Tolerance, C: International Cultures. A minimum of 6 credits in approved courses must be earned.

The multicultural requirement replaces the race, gender, non-European-American requirement. Students admitted to the university before fall 1999 and who graduate before the year 2000 must complete one approved course from any of the three multicultural categories.
GENERAL LIMITATIONS

1. A maximum of 156 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 48 credits in law, medicine, dentistry, technology, or any combination of a degree with honors include anthropology, Chinese, comparative literature, computer and information science, economics, English, Germanic languages and literatures, history, international studies, Japanese, mathematics, philosophy, physics, political science, psychology, Romance languages (French, Italian, Spanish), Russian, sociology, and theater arts. All degrees in the professional schools and colleges award bachelor's degrees with honors. For specific requirements, see the departmental sections.

338 Music in World Cultures
452 Musical Instruments of the World
342 Politics of China
440 Romance Languages: Spanish (SPA)
213 Eastern Philosophy
459 Chinese Foreign Policy
463, 464 Government and Politics of Latin America
235 Crisis in Central America
213 Japanese Religions
454 Music in India

5. For music majors, a maximum of 15 credits may be earned in correspondence study.

2. A maximum of 60 credits may be earned in correspondence study.

3. A maximum of 48 credits in law, medicine, dentistry, technology, or any combination may be accepted toward a degree other than a professional degree.

4. A maximum of 76 credits may be earned in 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
   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 180, 220, 225, or 231 credits required for a bachelor's degree.

7. 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 credit by examination (course challenge), advanced placement, Advanced Placement Program, and the College-Level Examination Program (CLEP) are counted toward the satisfaction of bachelor's degree requirements except residency and the 45 UO credits graded A, B, C, D. The university grants pass credit for successful completion of advanced placement and CLEP examinations.

9. Courses cannot be repeated 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.

10. No courses are available for credit to students whose competence in that area exceeds the scope of the bachelor's degree. Exception is made to this policy with written approval from an academic adviser and a petition approved by the Academic Requirements Committee.

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

12. 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 awarded by the University of Oregon, or 23 credits if at another institution.

4. At least 75 percent of all course work required in the major for the second degree 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 and/or computer and information science.

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, computer and information science, economics, English, Germanic languages and literatures, history, international studies, Japanese, mathematics, philosophy, physics, political science, psychology, Romance languages (French, Italian, Spanish), Russian, sociology, and theater arts. 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 rankings 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 about 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, admitted or nonadmitted. A student's academic standing is based on term and cumulative UO GPAs.

If a grade change affects the student's term and cumulative UO GPAs and his or her academic standing, the student should request the instruction to provide a grade change with the Registrar's office immediately and notify the Office of Academic Advising and Student Services as soon as the grade change has been officially recorded. Retroactive changes to a term's academic standing are made only if grade changes are recorded by the last day to register and add classes for the following term. If grade changes that affect GPAs and academic standing are submitted later than this, the student's previous-term academic standing is not amended.

Academic Warning. When the term GPA is lower than 2.0 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.
When before script.

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. 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 students 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.

Students may apply for reinstatement after disqualification by contacting the Office of Academic Advising and Student Services. Petitions are reviewed to determine the probability that a student can satisfactorily complete 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 these committees, contact the Office of the Registrar, 220 Oregon Hall; telephone (503) 346-2931.

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

The UO Schedule of Classes is published shortly before registration each term. Copies may be purchased for $5 at the UO Bookstore and the Erb Memorial Union main desk store.

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, current figures for tuition, fees, and other charges. The schedule also offers other information useful for students attending the university, including abbreviated versions of the Student Conduct Code, 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.

Once registered, students are academically and financially responsible for their course enrollments until they officially withdraw. Withdrawal after the term begins results in some financial liability. Appropriate withdrawal procedures are explained in the UO Schedule of Classes.

Freshman Pre-registration

Entering freshmen with 44 credits or fewer qualify for IntroDUCKtion, offered in mid- to 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 in June.

Reenrollment

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

Deadline Term of Reenrollment
October 27, 1993 winter 1996
February 2, 1996 spring 1996
April 26, 1996 summer session 1996
April 26, 1996 fall 1996

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, a Registration Eligibility form, which is provided in the summer session bulletin. It is also available from the Continuation Center and the Office of Admissions. Students who were enrolled the preceding spring term do not need to submit this form.

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 provision 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 admissions, 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 credit 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 required for the standard 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

Students who receive 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 American history, art history, biology, chemistry, computer and information science, economics, English language and composition, English literature and composition, European history, French, German, government and politics, Latin, mathematics, music, physics, psychology, and Spanish. Information about advanced placement is available in the Office of Admissions.

College-Level Examination Program

For some courses, departments have authorized the use of subject examinations prepared 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 50 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.

Community Education Program

Individuals who want to enroll for 8 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 about regulations governing enrollment and credit is available at the Continuation Center, 333 Oregon Hall; telephone (503) 346-3614.

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 may 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) 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 credits graded A, B, C, D 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. substantially duplicate credit already received.
   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.

International Baccalaureate

Students receiving satisfactory grades in international baccalaureate examinations may, on admission to the university, be granted credit in comparable university courses toward a bachelor's degree. Credit can be earned in American history, art, biology, chemistry, East Asian history, economics, European history, foreign languages, geography, mathematics, physics, psychology, and social anthropology. A complete list of university courses satisfied by international baccalaureate examinations is available from the Office of Admissions.

Military Credit

The university generally grants credit for military education experiences as recommended by the American Council on Education's Guide to the Evaluation of Educational Experiences in the Armed Services, and in accordance with University of Oregon State System of Higher Education policies regarding transfer credits. Students may request evaluation of credits earned through the Community College of the Air Force, Defense Language Institute, or military education. Students must submit official copies of college transcripts or a Certificate of Completion from the Defense Language Institute. An official copy of the student's DD 214, DD 215, or an ARMY transcript is required for military education and occupational credits.

TUITION AND FEES

First Floor, Oregon Hall
Tel: (503) 346-3170
Sherr 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, technology fee, and building fees. Except in the School of Law, for a full-time student in 1994–95, the building fee was $58, the incidental fee was $19.50, the technology fee was $50, and the building fee was $18.50. Each law student paid a $102 health service fee, a $79 incidental fee, a $7 technology fee, and a $27 building fee. The fees are subject to change for 1995–96.

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; use of various microcomputer laboratories; medical attention at the Student Health Center at reduced rates and use of gymnasium, equipment, suits, and laundry service for physical activity 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 tuition figures listed below are for 1994–95. Increases proposed for 1995–96 had not been confirmed at publication.

<table>
<thead>
<tr>
<th>Tuition Schedule</th>
<th>Undergraduate</th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time registration (one term):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12–18 credits</td>
<td>$1,016</td>
<td>$3,950</td>
<td></td>
</tr>
<tr>
<td>Part-time registration:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 credit</td>
<td>$226</td>
<td>425</td>
<td></td>
</tr>
<tr>
<td>2 credits</td>
<td>$304</td>
<td>222</td>
<td></td>
</tr>
<tr>
<td>3 credits</td>
<td>$382</td>
<td>1,009</td>
<td></td>
</tr>
<tr>
<td>4 credits</td>
<td>$460</td>
<td>1,256</td>
<td></td>
</tr>
<tr>
<td>5 credits</td>
<td>$538</td>
<td>1,583</td>
<td></td>
</tr>
<tr>
<td>6 credits</td>
<td>$615</td>
<td>1,870</td>
<td></td>
</tr>
<tr>
<td>7 credits</td>
<td>$694</td>
<td>2,157</td>
<td></td>
</tr>
<tr>
<td>8 credits</td>
<td>$772</td>
<td>2,444</td>
<td></td>
</tr>
<tr>
<td>9 credits</td>
<td>$851</td>
<td>2,731</td>
<td></td>
</tr>
<tr>
<td>10 credits</td>
<td>$929</td>
<td>3,018</td>
<td></td>
</tr>
<tr>
<td>11 credits</td>
<td>$1,006</td>
<td>3,305</td>
<td></td>
</tr>
<tr>
<td>Each additional credit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>beyond 18</td>
<td>$69</td>
<td>278</td>
<td></td>
</tr>
<tr>
<td>Graduate Tuition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time registration (one term):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9–16 credits</td>
<td>$1,645</td>
<td>$2,620</td>
<td></td>
</tr>
<tr>
<td>Part-time registration:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 credit</td>
<td>$381</td>
<td>439</td>
<td></td>
</tr>
<tr>
<td>2 credits</td>
<td>$494</td>
<td>712</td>
<td></td>
</tr>
<tr>
<td>3 credits</td>
<td>$658</td>
<td>985</td>
<td></td>
</tr>
<tr>
<td>4 credits</td>
<td>$822</td>
<td>1,258</td>
<td></td>
</tr>
<tr>
<td>5 credits</td>
<td>$986</td>
<td>1,531</td>
<td></td>
</tr>
<tr>
<td>6 credits</td>
<td>$1,150</td>
<td>1,804</td>
<td></td>
</tr>
<tr>
<td>7 credits</td>
<td>$1,314</td>
<td>2,077</td>
<td></td>
</tr>
<tr>
<td>8 credits</td>
<td>$1,478</td>
<td>2,350</td>
<td></td>
</tr>
<tr>
<td>Each additional credit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>beyond 18</td>
<td>$154</td>
<td>263</td>
<td></td>
</tr>
<tr>
<td>Graduate assistant (9–16 credits)</td>
<td>$256</td>
<td>256</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. 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 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 set-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 Billing

Tuition may be paid in monthly installments. Unpaid balances are assessed a $5 billing fee and are charged 9 percent annual interest. Tuition billings are mailed to students; payments are due on the first of each month.

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 are set forth on a list available in many departmental offices or in the Office of Business Affairs. (This list is issued each year in accordance with OAR 571–60–005.)

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

**Application Fee:** $50. 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

**Bicycle Registration.** 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 continues 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 1519 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
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 on the first floor of Oregon Hall. The mailing address is Collections Department, Office of Business Affairs, PO Box 3237, University of Oregon, Eugene OR 97403-3237; telephone (503) 346-3266.

The university reserves the right to withhold transcripts of students who have unpaid financial obligations to the institution. Debtors who are contesting their accounts should contact the collections department for counseling and written appeal instruction. The collections department is located in the Office of Business Affairs on the first floor of Oregon Hall. The mailing address is Collections Department, Office of Business Affairs, PO Box 3237, University of Oregon, Eugene OR 97403-3237; telephone (503) 346-3266.

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student's educational costs for the 1995–96 academic year.

Meals and Housing One Term Three Terms
Student commuter living with parents ............... $600 $1,800
Student living in university residence hall ........... 1,316 3,948
Student living off campus 1,590 4,770

Added to the budget is a dependent child-care allowance of $300 a month for each child under six years of age and $70 a month for each child between six and twelve years of age who is living with a student and attending day care paid for by the student.

Books and Supplies One Term Three Terms
Graduates and undergraduates ...................... $200 $600
Law (semester) ....................................... 325 650

Miscellaneous Personal Expenses
Graduates and undergraduates ...................... $525 $1,575

A transportation allowance is added to the budget of a nonresident student or a participant in the National Student Exchange.

APPLYING FOR FINANCIAL AID

Undergraduate Students
1. Complete the Free Application for Federal Student Aid or the Renewal Application and mail it to the processing center.
2. List the University of Oregon, code number 003223, as a school to receive the application information.
3. Provide financial aid transcripts from all other postsecondary schools attended. The appropriate forms are available at any financial aid office or may be requested by telephone. These forms must be completed by the student and sent to each postsecondary institution the student has 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 UO.

Graduate and Law Students

The procedure is identical to that for undergraduate students.

Deadlines

To be given priority consideration for the Federal Perkins Loan, Federal Work-Study Program, and Federal Supplemental Educational Opportunity Grant for all or part of any given academic year, the application information from an approved processor must be received by the Office of Student Financial Aid on or before March 1 prior to the academic year for which the student is applying. To meet this deadline, mail the Free Application for Federal Student Aid or the Renewal Application to the appropriate processor in early February.

ELIGIBILITY

Financial aid eligibility for any student is the difference between the cost of education at the University of Oregon and the anticipated financial contribution of the student's family (or contribution from the student and parents if the student is a dependent; a contribution from student and spouse if the student is married). Students (and their families if appropriate) are expected to bear the primary responsibility for meeting educational costs. However, when a student's resources are less than the cost of education, the university attempts to meet the difference with financial aid. The contribution from each student (and either parents or spouse when appropriate) is considered a part of resources in the computation of eligibility for aid.

Assessing Financial Aid Eligibility

The university uses a method prescribed by the United States Congress to determine 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 are summarized below:

Student Contribution. The student's anticipated contribution for living and educational expenses for the academic year is based on (1) the parent's adjusted gross income minus taxes and an income protection allowance and (2) the expected contribution is determined after subtracting the following:

1. For dependent students the expected contribution is a percentage of income minus taxes and an income protection allowance.
2. For independent students with no dependents, the expected contribution is determined after subtracting taxes, an income protection allowance, and an employment expense allowance if the spouse works.
3. For independent students with dependents, the expected contribution is determined after subtracting taxes, an income protection allowance, and an employment allowance for a single working parent or working student and spouse. The contribution is adjusted for the number of family members who are enrolled in college at least half time and working toward a degree or certificate.

Parents' Contribution. Parental contributions for the academic year are based on parents' income for the previous calendar year and assets, if applicable. Assets are not considered if the parents' adjusted gross income is less than $50,000 and neither the parents nor the student will file or will be required to file a 1040 federal income tax form.

FINANCIAL AID PACKAGES

The Office of Student Financial Aid determines eligibility and the amount of assistance that may be awarded from the Federal Pell Grant, Federal Perkins Loan, Federal Direct Stafford/Ford Loan, Federal Direct Stafford/Ford Loan, Federal Work-Study programs, and the Oregon State System of Higher Education Supplemental Fee Waiver.

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

1. The student is in default on any loan made from the Federal Perkins or National Direct Student loan program or on a loan made, insured, or guaranteed under the Guaranteed Student or Federal Stafford Loan, Supplemental Loan for Students, or Parent Loan for Undergraduate Students programs for attendance at any institution.
2. The student has borrowed in excess of federal education (Title IV) loan limits.
3. The student owes a refund on grants previously received for attendance at any institution under the Federal Pell Grant, Supplemental Educational Opportunity Grant, State Need Grant, or Cash Award programs, or on a Federal Perkins Loan due to an overpayment.

A parent may not borrow from the Federal Direct Parent Loan for Undergraduate Students if he or she has ever borrowed from the Federal Perkins or Federal Direct Stafford/Ford Loan, of the Guaranteed Student or Federal Stafford Loan, or of the Federal Direct Stafford/Ford Loan. The Office of Student Financial Aid determines the student's eligibility for and the amount of assistance the student may receive from the Federal Perkins Loan, the Federal Direct Stafford/Ford Loan, the Federal Supplemental Educational Opportunity Grant, the Federal Work-Study programs, and the Oregon State System of Higher Education Supplemental Fee Waiver.

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

Undergraduates

Federal Pell Grants, university scholarships that are not from an academic department, and State Need Grants are considered to be part of the student's financial aid package, although the University of Oregon does not determine eligibility for these programs.

If it appears from the financial aid application that a student is eligible for the Federal Pell Grant, an estimate of the amount of the Federal Pell Grant is included in the offer. After review of required documents, such as federal income tax forms, the financial aid package is revised to include the actual amount of the Federal 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 Federal Perkins Loan, the Federal Direct Stafford/Ford Loan, the Federal Supplemental Educational Opportunity Grant, the Federal Work-Study programs, and the Oregon State System of Higher Education Supplemental Fee Waiver.

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

Graduate and Law Students

The Office of Student Financial Aid determines the student's eligibility for and the amount of assistance that may be awarded from the Federal Perkins Loan, the Federal Direct Stafford/Ford Loan, the Federal Work-Study programs, and the Oregon State System of Higher Education Supplemental Fee Waiver.
System of Higher Education Supplemental Fee Waiver. Offers are made in accordance with federal regulations and university policies.

NOTIFICATION OF FINANCIAL AID

Notifications of financial aid eligibility are mailed between April 15 and May 1 to 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 students who have supplied the necessary information between March 2 and July 31.

When aid is 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.

Students should read the Notification of Financial Aid Eligibility and the instructions carefully. Acceptance must be returned to the Office of Student Financial Aid by the date specified on the notification.

An explanation of revision and appeal policies and procedures is included with the Notification of Financial Aid Eligibility. 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 federal methods 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.

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 some circumstances, students who are citizens of the Marshall Islands, the Federated States of Micronesia, or Palau may receive some types of financial aid from the federal programs listed below. This is an eligibility standard for the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, the Federal Work-Study Program, the Federal Perkins Loan, the Federal Direct Stafford/Ford Loan, the Federal Direct Parent Loan for Undergraduate Students, and the State Need Grant, all of which are described below.

Federal Pell Grant

This program provides grants (funds that do not require repayment) to eligible undergraduates who do not have a bachelor's degree.

To be eligible for a Federal Pell Grant, a student must be admitted to the university in a program leading to a degree and enrolled in good standing.

The grant is reduced proportionately if the student is enrolled less than full time (12 credits a term).

The Federal Pell Grant program determines eligibility on the basis of the student's and parents' income and assets, or the student's and spouse's if applicable. The university determines the money.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal supplement grants, which do not need to be repaid, are for undergraduates with exceptional need. To be eligible, a student must be admitted to the university in a program leading to a degree and enrolled in good standing at least half time (6 credits a term). The federal limits on an FSEOG are a minimum of $100 and a maximum of $4,000 an academic year. The amount a student receives is determined by a financial aid counselor.

FSEOG funds are granted to the university by the federal government to award to eligible students.

Federal Work-Study Program (FWSP)

The Federal Work-Study Program provides jobs for students who qualify for financial aid and are in good standing in a program leading to a degree or certificate and enrolled at least half time (6 credits a term).

The amount a student may earn is determined by a financial aid counselor. Students earn an hourly wage based on the kind of work and their skills and experience. Students may work a maximum of twenty hours a week while school is in session.

University departments and offices and off-campus agencies that are nonprofit and perform services in the public interest list available jobs with Employment Services in the Career Center, 244 Hendricks Hall. Positions are advertised with the university by the federal government to pay a portion of student wages; the remainder is paid by the employer.

Federal Perkins Loan

The Federal 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 a good academic standing, and are enrolled at least half time.

The maximum that may be borrowed is $3,000 a year for undergraduates, up to a total of $15,000; $5,000 a year for graduate students; and $20,000 combined total for both undergraduate and graduate study. The amount a student receives is determined by a financial aid counselor.

Repayment of a Federal Perkins Loan begins nine months after the student ceases to be enrolled at least half time. 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. Interest is charged during the repayment period at the rate of 5 percent a year on the unpaid balance.

Repayment of a Federal Perkins Loan that is not delinquent or in default may be deferred if a borrower is enrolled at least half time in an eligible institution.

A borrower of a Federal Perkins Loan may be eligible for other deferments for periods up to three years. For information about deferments write or call the Perkins Loan Office, Office of Student Financial Affairs, 0237 University of Oregon, Eugene OR 97403-0237; telephone (503) 346-3071.

Repayment of a Federal Perkins Loan is canceled upon the death or permanent total disability of the borrower. In addition, repayment of the loan may be canceled, in full or in part, for public service.

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

Federal bankruptcy law generally prohibits student-loan borrowers from discharging their obligations in bankruptcy proceedings.

Money available for Federal 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.

William D. Ford Federal Direct Loan Program

The University of Oregon participates in direct lending. Under this program, capital for student loans is provided by the federal government through colleges rather than by banks. The Free Application for Federal Student Aid or Renewal Application is the direct loan application form.

The university is responsible for providing, collecting, and forwarding a signed, promissory note to a contracted service. When loans are due, borrowers repay them directly to the federal government through the servicer. Borrowers are charged a loan fee of 4 percent of the principal.

Federal Direct Stafford/Ford Loan

Students must demonstrate need to qualify for a Federal Direct Stafford/Ford Loan. The university determines the amount the student may borrow. The federal government has set loan limits; $2,625 for the first academic year of undergraduate study; $3,500 for the second academic year; and $5,500 an academic year for the remaining years of undergraduate study, up to an aggregate of $23,000. For graduate students the maximum is $8,500 an academic year; $65,500 combined total for both undergraduate and graduate study. Not all students are eligible for the maximums.

Student borrowers must be enrolled in good standing at least half time and have been accepted for admission to a program leading to a degree or certificate. Borrowers are charged a variable interest rate capped at 8.25 percent. The rate is adjusted annually. All Federal Direct Stafford/Ford Loan borrowers are eligible for this rate. The federal government pays the interest until repayment begins.

Federal Direct Unsubsidized Stafford/Ford Loan

This program provides unsubsidized federal direct loans to students who do not qualify, in whole or in part, for subsidized Federal Direct Stafford/Ford Loans. Interest rates are the same as for the Federal Direct Stafford/Ford Loan; however, the federal government does not pay interest on behalf of the student. The student pays interest that accrues during in-school, grace, and authorized deferment periods. Loan limits for dependent undergraduate students (which combine totals for both subsidized and unsubsidized loans) are the same as for the Federal Direct Stafford/Ford Loan.

Additional Federal Direct Unsubsidized Stafford/Ford Loan

Independent students and dependent students whose parents are unable to borrow under the
Federal Direct Parent Loan for Undergraduate Students (Federal Direct PLUS) program may be eligible for the additional Federal Direct Unsubsidized Stafford/Ford Loan. Students in their first and second undergraduate years may borrow a maximum of $5,500 a year in additional funds above the maximum Federal Direct Stafford/Ford Loan limits. Students in their third, fourth, or fifth undergraduate years may borrow a maximum of an additional $5,500 a year in additional funds above the maximum Federal Direct Stafford/Ford Loan limits. Not all applicants qualify for the maximum. The Federal Direct Unsubsidized Stafford/Ford Loan may be used to replace expected family contribution, but total direct loan (subsidized and unsubsidized) borrowing cannot exceed the cost of education.

Federal Direct Parent Loan for Undergraduate Students (Federal Direct PLUS)

This program provides loans to parents of dependent undergraduate students. Parents may borrow up to an annual amount that is equal to the cost of education minus any estimated financial assistance the student will receive during the period of enrollment. The borrower may use the amount of the Federal Direct PLUS to replace the expected family contribution for the loan period. The Federal Direct PLUS is limited to parents who do not have an adverse credit history or who have obtained an endorser who does not have an adverse credit history. A direct loan program service, contracted by the federal government, performs the required credit check. The interest on the Federal Direct PLUS is variable, based on the fifty-two-week Treasury bill plus 3.1 percent, capped at 9 percent. Borrowers are charged a 4 percent fee.

Parents interested in participating in the Federal Direct PLUS program can obtain application information from the Office of Student Financial Aid. The University is responsible for forwarding the completed application and promissory note to the service. If a parent does not have an adverse credit history, the school completes the origination of the loan.

Repayment

Repayment of Federal Direct Stafford/Ford Loans (subsidiized and unsubsidized) begins six months after termination of at least half-time enrollment or graduation. Repayment of Federal PLUS Loans begins within sixty days of last disbursement. Borrowers have the right to prepay their loans without penalty. Furthermore, they have the option to choose from the following repayment plans:

- a standard repayment plan with a fixed payment amount (at least $50 a month) over a fixed period of time, not to exceed ten years
- an extended repayment plan with a fixed annual repayment of at least $60 ($50 a month) over a period of twelve to thirty years depending on the total amount owed
- a graduated repayment schedule consisting of two or more graduated levels over a fixed or extended period of time
- an income-contingent repayment plan with varying annual repayment amounts based upon the total amount owed and the annual income of the borrower (and that of the borrower's spouse, if a joint return is filed) paid over a period not to exceed twenty-five years.

PLUS Borrowers are not eligible for this plan if the borrower does not select one of these four plans, the Department of Education assigns one of the first three listed.

The borrower's liability for repayment is discharged if the borrower becomes permanently and totally disabled or dies or if the student for whom the parent has borrowed dies. Federal Direct Student Loans are generally not dischargeable in bankruptcy.

Deferring Repayment

Repayment of a Federal Direct Student Loan that is not in default may be deferred for:

- at least half-time study at an eligible school
- an approved graduate fellowship program or rehabilitation training program for disabled individuals (except medical internship or residency program)
- unemployment (up to three years)
- economic hardship (up to three years)

During periods of approved deferment, a Federal Direct Stafford/Ford Loan borrower does not need to make payments of principal, and the interest does not accrue. For the Federal Direct Unsubsidized Stafford/Ford or PLUS borrower, principal repayment may be deferred, but interest continues to accrue and is capitalized or paid by the borrower during that time.

Forbearance

A direct loan borrower or endorser may receive forbearance from the federal government if the borrower or endorser is willing but unable to make scheduled loan payments. Forbearance is the temporary cessation of payments, an extension of time for making payments, or the temporary acceptance of smaller payments than previously scheduled. Forbearance is granted to medical or dental interns or residents for limited periods of time.

Deferrals and forbearances are handled by the Loan Servicing Center.

Federal Direct Consolidation Loan

Loan consolidation is a way of lowering monthly payments by combining several loans into one loan at the time of repayment. Borrowers may consolidate any amount of eligible loans including those borrowed under the Federal Family Education Loan program, the Federal Perkins Loan program, and direct lending. The interest rate is variable, capped at 8.25 percent for a student borrower or 9 percent for a parent borrower. Consolidation loans may extend from ten to thirty years depending on the repayment plan selected and the amount borrowed. The result of a longer repayment term, however, is an increase in the total cost.

Entrance and Exit Counseling

First-time Federal Direct Stafford/Ford Loan (subsidized and unsubsidized) borrowers 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.

Shortly before graduating from or terminating enrollment at the University of Oregon, borrowers must receive exit loan counseling. The Office of Student Financial Aid collects information about the borrower's permanent address, references, expected employment, and driver's license number. This information is forwarded to the servicer of the student's federal direct loan.

Refunds and Repayment

Students who withdraw from school may be expected to repay a portion of their financial aid. According to a formula prescribed by state and federal regulations, any refundable amount used to pay tuition and fees or for university housing is returned to the appropriate financial aid sources. The refund policy, procedures, and schedule are published in the schedule of classes each term. The policy and examples of how it works are available for review in the Office of Student Financial Aid.

Debt Management and Default Reduction

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

National and Community Service Trust Act

This legislation created Americorps, which gives citizens the opportunity to perform community service in the United States and, for that service, receive an education award. This award can be used to pay for postsecondary education or to repay qualified student loans. Information about Americorps is available in the Office of Student Financial Aid.

Private 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 less other financial aid. Interest rates and repayment terms vary but are generally less favorable than those provided through the federal direct lending program. Private loans are used to supplement the federal programs when the cost of education minus federal aid still leaves unmet need.

Bank Trust Student Loans

Lending institutions are sometimes named as trustee for funds that were established by bequest and that have certain provisions. Amounts, interest rates, and repayment terms vary. Contact the trustee for application forms.

Oregon State System Supplemental Fee Waiver

Supplemental fee waivers were provided by the Oregon State Board of Higher Education to help offset Instructional Fees for 1994-95. Limited funds may be available in 1995-96 for Oregon residents who demonstrate the greatest financial need. Students whose instructional fees are paid or waived by other sources are not eligible to receive the waiver.

State of Oregon Need Grants

Need Grants are awarded to eligible undergraduate Oregon residents who have also applied for Pell Grants. Students apply for these grants by completing the Free Application for Federal Student Aid or the Renewal Application. Need Grants for the 1994-95 academic year were $990.
A Need Grant may be renewed for a total of twelve terms if the student applies each year, demonstrates financial need, is enrolled full time (12 credits a term) in a program leading to a degree, satisfies the requirement of a minimum of 36 credits per academic year, and does not have a bachelor's degree. A Need Grant may be transferred to other eligible institutions in Oregon. The Oregon State Scholarship Commission determines eligibility and notifies the university. The funds, which are provided by the state and federal governments, are disbursed by the university.

ACADEMIC PROGRESS

Students receiving financial aid are required to maintain satisfactory academic progress. A full-time undergraduate student must satisfactorily complete a minimum of 22 credits a term. A full-time graduate student must satisfactorily complete a minimum of 9 credits a term (or a semester, for a law student).

Students receiving financial aid must complete their degree programs within a reasonable period of time as established by the university.

Students may receive financial aid as undergraduates only as long as the cumulative number of credits attained, including any transfer credits, is less than the number required for the completion of the bachelor's degree (180 credits for four-year programs; 220, 225, or 231 credits for five-year programs). Students wanting information about graduation eligibility and selection information, call the Office of Scholarships and Student Financial Aid.

Information concerning monitoring academic progress and handling any deficiencies is provided to each student who is offered financial assistance from federal and state programs.

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 an instructional fee waiver and a monthly stipend, 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 group of university-wide scholarships, not attached to a particular department or school, includes Presidential, Laurel, and general university scholarships. All of these scholarships require academic achievement (merit), and some require financial need. Scholarships administered by the Office of Student Financial Aid are governed by the University Scholarship Committee, whose members are drawn from the faculty and from the student body. This committee reviews and formulates policies and evaluates the applicant's academic qualifications.

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.

In 1983 the university established the Presidential Scholarship Program to recognize and reward outstanding Oregon high school graduates. The University Scholarship Committee selects candidates to receive $2,400 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.

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

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 per academic year, are awarded. Interested high school students should consult their high school counselors and arrange to sit the Preliminary Scholastic Assessment Test (PSAT) in their junior year. The test is usually offered during October.

Target of Opportunity Scholarship

In 1990 the UO Graduate School created the Target of Opportunity Scholarship to assist students of color in completing their undergraduate work and continuing in graduate school. Covering instructional fees only, these merit-based scholarships are open to full-time UO undergraduate and graduate students of color who are United States citizens or permanent residents. Undergraduates must have junior or senior standing with a minimum grade point average of 2.75. Graduate students must have a minimum grade point average of 3.00.

The application deadline is January 27. For complete eligibility and selection information, call the Graduate School at (503) 346-5729 or the Office of Multicultural Affairs at (503) 346-3479.

Underrepresented Minorities Achievement Scholarship (UMAS)

The Underrepresented Minorities Achievement Scholarship (UMAS) was created by the Oregon State System of Higher Education (OSSHE) in 1987 to increase the enrollment of African American, Chicano or Latino, and Native American college students. These scholarships are reserved for Oregon resident, first-time freshmen, or transfer students attending a four-year college or university. Recipients must be admitted to the University of Oregon by January 15 of the fall term. Recipients must reapply for admission and meet the regular freshman admission requirements of the college or university in which they plan to enroll. Awarded on a competitive basis, the five-year renewable scholarships cover tuition and fees. The application postmark deadline is May 1. For complete eligibility and selection information, call the Office of Admissions at (503) 346-3371 or the Office of Multicultural Affairs at (503) 346-3479.

Underrepresented Minorities Achievement Scholarship for College Juniors (UMASJ)

Similar to the UMAS program, the Underrepresented Minorities Achievement Scholarship for College Juniors (UMASJ) is reserved for Oregon resident college students with at least junior standing (90 credits or more). Eligible students must also be in one of three ethnic or racial groups: African American, Alaska Native American, or Chicano or Latino. Awarded on a competitive basis, the scholarships cover instructional fees for up to three years or nine terms.

Graduate and law students are eligible for the UMASJ. Master's degree students are eligible for a maximum of two years or six terms; doctoral students are eligible for one year or three terms; law students are eligible for three years or six semesters.

The application postmark deadline is May 1. For complete eligibility and selection information, call the Office of Admissions at (503) 346-3371 or the Office of Multicultural Affairs at (503) 346-3479.

UO LOAN FUND

The University of Oregon Loan Fund has been established through donations and bequests for the purpose of helping University of Oregon students continue their education. Information about available funds and questions about applications should be directed to the Office of Student Financial Aid. Loans are not disbursed between terms.

Each year the fund grows because of interest on loans or investments of available cash. The fund is composed of two basic loan categories, short-term and long-term.

Short-Term Loans

Under the short-term loan program, a maximum of $300 may be borrowed for thirty to ninety days. A small service charge is assessed on the loans.

To be eligible, borrowers must be enrolled, have outstanding short-term loans, or have no current or past delinquent university accounts.

Long-Term Loans

The long-term loan program provides loans with graduated borrowing limits: $500 for freshmen and sophomores, $1,000 for juniors and seniors, and $2,000 for graduate students. Two cosigners with good credit references are required. University of Oregon faculty members, staff members, and students are not eligible to cosign. The maximum amount borrowed may not exceed $1,200. Interest accrues at the rate of 9 percent annually on the unpaid principal balance. Loans are repayable in twenty-four equal monthly installments. The initial payment is due the first day of the fourth month after the borrower ceases to be enrolled full time at the University of Oregon.

A late charge of $5 is assessed on each installment not paid by the due date. A $25 service charge is assessed.
Available Loans

Donations and bequests have been made for use as loans to students. Special restrictions apply in some instances.

**Unrestricted Funds**

Unrestricted funds are considered within the general loan fund and are disbursed according to the policies described above.

Alice Wrisley and Adelaide Church
A. P. McKenney Student Loan Fund
Associated Women Students
Benjamin Reed Estate
Bruce and Emma Brundage Short-Term Loan
Carson IV 1947–66
Catherine C. Fleming Fund
Charles A. Howard
Charles C. Rikhoff Jr. Student Loan Fund
Class of 1911
Class of 1912
Class of 1913
Class of 1914
Class of 1915 Endowment
Class of 1916 Endowment
Class of 1910 Endowment
Day Churchman Memorial Student Loan Fund
Elizabeth Dudley Whitten Memorial
Eugene Fortnightly Club
Eugene Women's Club Loan Fund
Eudalie Crosby Barnett Loan Fund
George C. Widmer Fund
Ida Lakan Bear Estate
Kia Staudler Bequest
J. A. Murray Bequest
Joseph and George Widmer Fund
Lane Trust Loan Fund
Leulah Potts Estate
Luzan (Moser) Meadinger Fund
Lucile Gunderson memorial Student Loan Fund
Mary Ellen Showers Harris
Mary P. Spiller
McDowell-Catt Loan Foundation
Nobman O'Dowd Memorial
Patroness Loan Fund of Mu Phi Epsilon
Pi Lambda Theta
Richard C. Nelson Memorial
Robert Bailey Memorial Endowment
Rose E. Buckingham Memorial Loan Fund
Rose M. Hollebeck Loan Fund
Schroft Art Students
Selling Emergency Loan Fund
University of Oregon Foundation
University of Oregon Mothers Endowment Grant and Loan Fund
Women's League Loan Fund

**Restricted Funds**

Funds with special restrictions are described below.

American Association of University Women
Emergency loans to women upon recommendation of the Office of Academic Advising and Student Services, subject to regulations.

American Association of University Women
Regular Student Loan Fund. Loans to be issued to women, subject to university loan rules and regulations.

Arthur and Marian Rudd Journalism Fund.
Regular long-term loans are interest-bearing during enrollment and charge a 6 percent annual interest after the borrower leaves the university.

Charles Carpenter-Brice Busselle Loan Fund.
Long- or short-term loans to be issued to full-time law students in accordance with university loan policy. Requires approval of the assistant dean of the School of Law.

Charles H. Lundquist College of Business, European 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 graduation. First monthly payment is due on the first day of the eleventh month after leaving school.

Chemistry Loan Fund. Loans are disbursed upon recommendation of the head of the Department of Chemistry with the concurrence of the director of business affairs.

Class of 1896 Loan Fund. Loan preference is given to local descendants of the Class of 1896. Loans may also be given to other university students. Interest charged is usually 4 percent, trustees are sole judge of loan terms. Loan eligibility in accordance with university loan policy.

Coe 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 Kernen Chambers Scholarship Loan Fund. Loans not to exceed $800 to upper-division students maintaining a 3.00 GPA. Interest at the annual rate of 2 percent.

Edward Anderson Loan Fund. Noninterest-bearing loans approved by the Department of English. Loans are disbursed in accordance with university loan policy.

Eugene Mineral Club. Loans limited to registered geological sciences majors, $200 maximum. Applications 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 university loan policy.

Fred and Elva Cuthbert Fund. Loans are to be issued to married students in the fourth, fifth, or graduate year as normal in architecture or in line 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 within four months after the date of issue. After the first four-month period, the interest rate 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 Journalism and Communication is required.

Graduate Student Aid Fund. Loans of up to $200 maximum for graduate students. Applications are made through the Office of Student Financial Aid, and loans are issued in accordance with university loan policy.

Harold and Mildred Rechtel Fund. Long- or short-term loans to upper-division and graduate students.

Indian Student Loan Fund. Maximum loan is $500 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 to be used for scholarships.

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

Leroy Kernen Loan Fund. Loans to students in the School of Architecture and Allied Arts (A & A). Applications require approval by the AAA dean. Interest rate is 2 percent with 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 by 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 only to men.

Minnie A. Morden Loan Fund. Loans to aid students who have completed their first two years of premedical study 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 who have a GPA of at least 2.50 in the School of Journalism and Communication. Borrowers are to be recommended by the dean of the school. 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 9 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, or theater arts.

Phi Kappa Psi Gift. Loans for Phi Kappa Psi members with GPAs of 2.00 or better. Loans are due September 1 of the following year. Interest rate 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 to $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 annual rate of 2 percent.

Thomas Robert Trust. Loans to students not to exceed $250, with annual payments of 4 percent interest. Notes are due on or before five years after the date of issue.

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 rate of 17.5 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.

EMPLOYMENT SERVICES

244 Hendricks Hall
Telephone (503) 346-3214

Employment Services is part of the UO Career Center.

A majority of UO students are employed in part-time work. The following information is intended to help students who seek employment either on campus or in the community.

Students who want part-time or temporary employment should visit the office upon arrival at the university and after determining class schedules. Openings in the community are usually available in the areas of child care, general labor, and office work. Some jobs are continuing; others are limited to specific projects. University students enjoy a well-deserved reputation with Eugene-Springfield employers as reliable, dependable, hard-working, and intelligent employees.

Federal Work-Study Program. This program is limited to students who have applied for financial aid and been awarded work-study certification. Available work-study jobs are posted in 244 Hendricks Hall.

Liason Program. The program’s part-time, on-campus employment opportunities are open to all students. Participation does not depend on financial need. Positions are listed in 244 Hendricks Hall and in academic departments.

Summer Employment. Employment Services runs a Summer Employment Program through which registrants are notified of career-related opportunities and campus interviews. Orientation sessions for the summer program are held regularly from mid-October to mid-March. Listed below are additional sources of on-campus employment for students.

Instruction and Research. Advanced students who want to be considered for positions as assistants in instruction and research should apply to the heads of their departments. Positions as graders are also handled by the departments or by individual instructors.

Library. Applicants should go to the library personnel office in Room 151B, Knight Library.

Physical Plant. Students who want custodial or grounds maintenance work should watch for postings at 244 Hendricks Hall.

Residence Hall Food Service and resident assistant positions are available. Residence hall staff is given priority for these positions. Students interested in part-time food service positions should consult residence hall food supervisors upon arrival on campus.

The resident assistant positions provide room and board in exchange for residence hall counseling and administrative responsibilities. Appointment are generally made by the end of April for the following school year. Interested students should apply directly to University Housing, Walton Hall.

Student Union. Various jobs, including food service, are available in the UO Memorial Union. Inquiries should be sent to the Personnel Clerk, UO Memorial Union, 1238 University of Oregon, Eugene OR 97403-1228.

STUDENT HOUSING

Walton Hall
Telephone (503) 346-4277

Mel L. Fyrst, Director
Office of 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, that are provided by the university and the community. Students living in the residence halls and other university-owned housing are expected to adhere to regulations established by the Office of 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.

Adapted facilities are available for students who identify a need for accommodation on their applications.

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 Both, Canin, Bar, Hamilton, and Walton. The University Inn and Riley Hall, five blocks west of the campus, house freshmen and upper division students together. Multiple-occupancy rooms are available in all halls. A limited number of single rooms are 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, outdoor pursuits, international studies, music, cross-cultural programs, and health and fitness. One of the health and fitness halls prohibits possession of alcohol. Riley Hall is the residential International House.

Residence Hall Facilities and Services

Residence halls provide nineteen meals a week except during vacations. Common areas contain color television, table tennis, and vending machines. For recreation there are basketball courts, a sand volleyball court, and tennis courts. There are coin-operated washers, free dryers, and coin-operated laundry machines. Telephone service is available from residence hall rooms through the university telephone system. Furnishings may vary for leased facilities.

Residence Hall Costs

These charges are payable either in full at the beginning of the term or in three monthly installments. Payments become delinquent after ten
calendar days. A late fine of $5 and 9 percent interest is assessed for delinquent payments. If fees are not paid within fifteen days of the due date, university eviction and collection procedures may be initiated.

Residence hall rates for 1995-96 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>$1,777</td>
</tr>
<tr>
<td>Winter</td>
<td>$1,983</td>
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<tr>
<td>Spring</td>
<td>$1,983</td>
</tr>
<tr>
<td>Total</td>
<td>$5,649</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</th>
<th>Large</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>$2,221</td>
</tr>
<tr>
<td>Winter</td>
<td>$1,983</td>
</tr>
<tr>
<td>Spring</td>
<td>$1,983</td>
</tr>
<tr>
<td>Total</td>
<td>$6,163</td>
</tr>
</tbody>
</table>

Includes an annual $17 social fee for programs to be determined by the residents in each unit.

Reservations and Contracts

Students receive the Housing Preview booklet and application after they have applied for admission to the university. The order in which room assignments are made is determined by the dates housing applications are received. The residence hall application form must be accompanied by a $30 nonrefundable application fee. Address inquiries to University Housing, 1220 University of Oregon, Eugene OR 97403-1220.

In mid-April, housing-offer packets are sent to applicants from the reservations file. To guarantee a housing assignment, applicants must return—by the date specified in the offer letter—a signed contract, the assignment questionnaire that contains information about roommates, residence hall preference, and a $250 room-and-board prepayment. Applicants who miss the deadline are placed at the end of the waiting list and are offered housing only if it becomes available.

In late August assignments are mailed to applicants who have guaranteed housing offers and have paid or deferred the $250 room-and-board prepayment.

Cancellations. Cancellations of reservations must be received in writing at the Office of University Housing.

Contracts. Residents are required to sign a contract—the terms and conditions of occupancy—that 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.

Rooms are available only to those who agree to room and meals 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. Students who withdraw from the university are released from their contracts; no additional fees are charged.

Reconversion Policy. Charges for room and meals 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 meal payments are refunded according to an established schedule available at the Office of University Housing. Meal charges during an absence from Eugene of ten or more consecutive full days are refunded at the rate of $5 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 vacation breaks may be moved to one central unit and are charged an additional fee (winter, $150; spring, $40).

Summer Session. Summer session students may choose seven- or five-day meal plans. A contract for both room and meals 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 meal rate for each person. In addition, housing and food services are available to work-study and conference groups. Address inquiries to University Housing—Summer, 1220 University of Oregon, Eugene OR 97403-1220.

FAMILY HOUSING AND APARTMENTS

University Apartments

University-owned apartment housing is available to a parent with legal custody of a child, a graduate student without children, or an undergraduate student twenty-one years of age or older without children.

Westmoreland, three miles from campus, consists of 404 one- and two-bedroom furnished apartments. Rent is $135 and $215 a month (subject to change) and includes water, garbage, and recycling service. The apartments have electric heat and appliances. The grounds are landscaped and maintained. University students may ride free on city buses. An elementary school and shopping areas are nearby.

Amazon, an older complex within walking distance of campus, is being replaced. Some newly constructed units should be available by fall 1996.

A short distance from campus, Agate is a new twenty-unit complex of one-, two-, and three-bedroom apartments. Rent, starting at $450 a month (subject to change), includes access to the university's computer network, water, garbage and recycling service. Units include stove and refrigerator but are otherwise unfurnished. Parking is available. Pet needs must be met before move-in.

Westmoreland is limited to one person per household.

Applications for family housing must be accompanied by a $100 nonrefundable application fee. A $75 security deposit and the first month's rent are required for Agate, Amazon, and Westmoreland housing at the time of assignment.

On-site day care is available at Amazon and Westmoreland.

Eligibility. To be eligible for family housing, students must enroll full-time at the university and maintain full-time status.

Assignments are based on financial need, family status, class level, and the date of application.

Established guidelines ensure that financial needs 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 available units from a limited waiting list maintained by the Office of University Housing. Pets are permitted. Rental rates are specific to each unit. A $75 security deposit is required.

Moon Court, a small one- and two-story housing community, consists of six two-bedroom, energy-efficient units. Rent starts at $580 a month and includes water, garbage, and recycling service. A $75 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, 1220 University of Oregon, Eugene OR 97403-1220.

AFFILIATED HOUSING

Fraternities and Sororities

Information about fraternities and sororities affiliated with the university is available from the Office of the Dean of Students, 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 educational 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 atmosphere at costs comparable to those charged in university residence halls. Meals are cooked and served family style.

Quiet sleep and study areas are available along with living and recreational areas. Room and meal costs and social fees vary from house to house, but yearly costs average $3,850. In addition, there are some one-time fees. All 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...
most members of each of the fraternities and sororities. Students planning to participate in rush should call or write the Interfraternity Council (men) or Panhellicn Council (women) in Suite 5, Erb Memorial Union; telephone (503) 346-3701 or -3668, or call the Office of the Dean of Student Affairs; 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 Delta, Kappa Kappa Gamma, Pi Beta Phi, 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, Pi Kappa Alpha, Sigma Alpha Epsilon, Sigma Phi Epsilon, Sigma Kappa, Phi Kappa Epsilon, and Theta Chi.

Nonuniversity Housing

The Rental Information Office provides a free service to help students who are interested in renting off-campus housing. Listings of houses, duplexes, apartments, studios, quads, rooms and roommates, end cooperatives are posted on bulletin boards outside Suite 5 of the Erb Memorial Union. In addition to the referral service, the Rental Information Office provides free model rental agreements, inventory, and condition reports, the Roommate Survival Guide, and a courtesy telephone. Following are a variety of off-campus housing situations.

Houses and Duplexes. This type of housing is probably the most difficult to find, especially near campus. Rents range from $450 to $900, 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 rates for area apartments:

- One-bedroom, $300–500
- Two-bedroom, $400–700
- Three-bedroom, $550 or more

Many of these apartments require nine- to twelve-month leases, refundable deposits, or nonrefundable fees, or security deposits. Many do not allow pets.

Studios and Quads. A studio is a single-room apartment with private kitchen and bath facilities. Rents for studio apartments range from $250 to $400 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. Rents range from $185 to $295 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 range from $175 to $400 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 a student needs inexpensive housing or has children or pets. If a student plans to share housing or live in a quad, it might be possible 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 in and out. This report helps ensure fair return of the deposit so that neither the tenant nor the landlord feels cheated. Another reference is a handbook 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 about 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 Erb Memorial Union, or write to Rental Information Office, 1220 University of Oregon, Eugene OR 97403-1220.
ACADEMIC AND CAREER PLANNING

ADVISING

The University of Oregon offers undergraduate students a choice of more than 2,500 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, students are required to seek the assistance of academic advisers and may not complete their first term’s registration without discussing options with an adviser. Personal Access Codes needed for registration are issued by the student’s major advisor.

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 may demonstrate loss 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 consult advisers regularly. The university considers advising an extension of teaching and regards it as a primary responsibility of faculty members, who schedule time each term especially for advising.

Students who have declared majors are assigned to faculty advisers in their departments. The Office of Academic Advising and Student Services coordinates advising of students who have not declared majors (classified as undecided premajors) and of those interested in law, health professions, and fifth-year education programs.

The Career Center plays an important role in the advising process. Career planning is also discussed in the Student Services section of this bulletin.

General Principles in Program Planning

1. To earn a degree in four years (twelve terms), students should average 15 credits a term. In planning a term’s studies, students should anticipate that the term credit taken requires at least three hours each week for class meetings or 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 titles or course equivalents. Meeting prerequisites for courses is the student’s responsibility.

4. Many university major disciplines and courses require competence in mathematics. It is also a bachelor of science degree requirement. 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.

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

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 about majors.

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

See Degrees, Majors, Minors, and Certificates at the front of this bulletin for a list 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, occupation, and career. Resources in the Office of Academic Advising and Student Services and the Career Center, as well as the entire academic experience at the university, are directed toward providing an understanding of these terms and their relation to educational planning.

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.

Special Studies: Career Discovery (CPSY 199) uses similar tests to help participants make career and educational decisions. In the course students learn how to gather career information in a supportive learning environment.

Success Skills (CPSY 408/508), a Workshop course, helps students clarify and communicate their strengths and abilities.

Gathering Career Information

Career information resources include the following:

The career library has information on more than 50,000 career areas organized for easy exploration.

College to Career (CSTD 139), a Special Studies course, discusses résumé writing, interview skill building, information interviewing, and job-search strategies. Workshops and seminars, offered by the Career Center and by 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.

Mentor Program. The Mentor Program links juniors and seniors with professional alumni who have five to twenty-five years of experience in their careers. Participants initiate and conduct informational interviews with the alumni about prospective careers. After the initial contact, the alumni may choose to mentor the student. A 1-credit course, coordinated by the Career Center, teaches job-search skills including résumé writing, cover-letter writing, and informational-interviewing skills. More information is available from the Kim Sopp, program coordinator, Career Center, 244 Hendricks Hall.

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 practice 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 Center, 244 Hendricks 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.

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 Employment Services, 244 Hendricks Hall.

Placement Services

To assist students in career planning, the Career Center offers job listings; workshops on job-search strategies, résumé writing, and interview skills; Campus Interview Program, directories, and company literature; and annual reports from a number of firms.
## Calendar of Academic and Career Planning

<table>
<thead>
<tr>
<th>Year in School</th>
<th>Academic Planning</th>
<th>Career Planning</th>
</tr>
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<tbody>
<tr>
<td><strong>Freshman and Sophomore Years</strong>&lt;br&gt;Freshman: 0–44 credits&lt;br&gt;Sophomore: 45–69 credits</td>
<td>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 transcript and progress report, prepared by the Office of the Registrar, in major department (fall term, sophomore).</td>
<td>Obtain information about careers through career planning seminars, workshops, career alternatives class, and employer presentations. Discuss career options with major adviser and other faculty members. Examine career information related to the major by using career information resources at the Career Center. Talk to family and friends about their professions and how they entered them. Make use of the Career Assessment Program or the Career Discovery Program. Apply for summer work related to career goals (begin in December). Join curricular clubs.</td>
</tr>
<tr>
<td><strong>Junior Year</strong>&lt;br&gt;90–134 credits</td>
<td>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.</td>
<td>Attend group presentations by companies to learn of entry-level positions. Attend Career Center workshops or register for Special Studies: College to Career (CPSY 199). Arrange an internship or practicum through major department, the Career Center, or a professional organization. Interview individuals with jobs in anticipated careers and talk with instructors. Learn job search, résumé writing, and interviewing skills. Apply for summer work related to career goals. Begin establishing a file of letters of recommendation to support application for teaching employment or graduate school or both (begin in December). Visit the annual Career and Internship Fair.</td>
</tr>
<tr>
<td><strong>Senior Year</strong>&lt;br&gt;135+ credits</td>
<td>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).</td>
<td>Prepare résumé. Register for Special Studies: College to Career (CPSY 199) (fall or spring term). Check with the Career Center for current job listings and the campus interview schedule (fall term). Arrange interviews with organizations scheduled for Career Center visits. Design and begin job search. Visit the annual Career and Internship Fair.</td>
</tr>
</tbody>
</table>
Graduate School

125 Chapman Hall
Telephone (503) 346-5129
Steadman Upham, Vice Provost and Dean

Graduate Council Faculty
Peter Bergquist, music
Scott DeLancey, linguistics
Marian Friestad, marketing
Judith K. Grosenick, educational studies
Roger Haydock, physics
James B. Lement, journalism and communication
Glenn A. May, history
Robert M. O'Brien, sociology
David Schuman, law (ex officio)
Louis R. Cestemi, exercise and movement science
Richard A. Sundt, art history
Steadman Upham, Graduate School (ex officio)
Virginia Zuck, Germanic languages and literatures

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, journalism and communication, 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.

**College of Arts and Sciences**

- Anthropology: M.A., M.S., Ph.D.
- Archaeology
- Cultural anthropology
- Linguistics
- Physical anthropology
- Asian studies: M.A., M.S.
- Japan
- Southeast Asia
- Biology: M.A., M.S., Ph.D.
- Cell biology
- Developmental biology
- Ecology
- Evolution
- Genetics
- Marine biology
- Microbiology
- Molecular biology
- Neuroscience
- Chemistry: M.A., M.S., Ph.D.
- Biochemistry
- Cell biology
- Chemical physics
- Material's science
- Molecular biology
- Neuroscience
- Organic-inorganic chemistry
- Physical chemistry
- Theoretical chemistry
- Classics: M.A.
- Classics
- Greek
- Latin
- Comparative literature: M.A., Ph.D.
- Computer and information science: M.A., M.S., Ph.D.
- Creative writing: M.F.A.
- East Asian languages and literatures: M.A.
- Chinese literature
- Japanese language and pedagogy
- Japanese 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., Ph.D.
- American literature
- English literature
- Exercise and movement science: M.S., Ph.D.
- Biomechanics
- Motor control
- Physiology of exercise
- Social psychology of sport and exercise
- Sports medicine
- Geography: M.A., M.S., Ph.D.
- Biogeography
- Climatology
- Cultural geography
- Environmental studies
- Europe
- Former Soviet Union
- Geomorphology and soils
- Global change
- North America
- Political geography
- Quaternary environments
- Urban geography
- Geological sciences: M.A., M.S., Ph.D.
- Mineral deposits
- Mineralogy-petrology-geochemistry
- Stratigraphy-sedimentary petrology-paleontology
- Structural geology-geophysics, tectonics, volcanology
- Germanic languages and literatures: German: M.A., Ph.D.
- History: M.A., Ph.D.
- Ancient history
- Britain and its empire
- China and Japan
- Europe since 1789
- Europe 1400-1815
- Latin America
- Medieval Europe
- Mexico
- Southeast Asia
- United States
- International studies: M.A.
- 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: 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.

Architectural history

Ancient art

Medieval art

Renaissance-baroque art

Modern art

Asian art

Arts and administration

Arts management: M.A., M.S.

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.

Leisure studies and services: M.A., M.S., D.Ed., Ph.D. (no admission 1994-95)

Planning: public policy and management

Public affairs: M.A., M.S.

Urban and regional planning: M.U.P.

Charles H. Lundquist College of Business

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.

Industrial relations: M.A., M.S.

Management: M.A., M.S.

Management: corporate strategy and policy: Ph.D.

Management: general business: M.B.A.

Management: human resource management: Ph.D.

Management: organizational studies: Ph.D.

Marketing: M.A., M.S., Ph.D.

College of Education

Counseling psychology: D.Ed., Ph.D.

Counseling: M.A., M.Ed.

Community and other agency settings

Employment and vocational

Individual and family

Educational policy and management: M.S., D.Ed., Ph.D.


School psychology: M.A., M.Ed., Ph.D.


Special education: early intervention: M.A., M.S., M.Ed., Ph.D.


Talented and Gifted

Special education: rehabilitation: D.Ed., Ph.D.

Teaching: M.A.

French

German

Latin

Russian

Spanish

School of Journalism and Communication

Journalism: M.A., M.S.

Creative nonfiction: M.A., M.S.

Journalism: electronic media production: M.A., M.S.

Journalism: magazine: M.A., M.S.

Journalism: news-editorial: M.A., M.S.

Journalism: public relations: M.A., M.S.

Communication and Society: Ph.D.

Telecommunication and Film: M.A., M.S., Ph.D. (no admission 1995-96)

School of Music

Dance: M.A., M.S.

Music

Music conducting: M.Mus.

Music composition: M.Mus., D.M.A., Ph.D.

Music history: M.A., M.Mus., Ph.D.

Music performance: M.Mus., D.M.A.

Music piano pedagogy: M.Mus.

Music theory: M.A., M.Mus., Ph.D.

Music education: M.Mus., D.M.A., Ph.D.

Interdisciplinary Programs

Individualized program: M.A., M.S.

e.g., applied information management, environmental studies, folklore

GENERAL INFORMATION

Students wanting to earn a second bachelor's degree should not apply to the Graduate School. They should request an application for Postbaccalaureate Nongraduate Student status from the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217; telephone (503) 366-3201.

Students wanting to earn a graduate degree at the university are admitted to the Graduate School in accordance with the procedures described below.

Graduate Admission

To be admitted to the Graduate School for the purpose of seeking an advanced degree or enrolling in a formal, postdegree 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 premaster's

Graduate postmaster's

Graduate postdoctoral

Graduate postbaccalaureate

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 considered for admission under special procedures. More information is available from 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 deny 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.

If a Change of Major Form and any official documents the new department requires accompanies this change, all students must pay a nonrefundable $50 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 bachelor's degree must be sent to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217. 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, reference letters. 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 wants 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, 1217 University of Oregon, Eugene OR 97403­1217. (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 influence in allowing enrollment. Credits earned by postbaccalaureate students are recorded in the Office of the Registrar. For more information see Other Graduate Classifications below under General Requirements and Policies.

International Students

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

Proficiency in the English language is vital to the academic success of international students. 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. Each school or department determines its own specific TOEFL requirements, typically scores of 800 or higher, and application deadlines for graduate admission. The TOEFL is given worldwide. For more information write to TOEFL, PO Box 889, Princeton NJ 08540, USA. 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 costs, write to the SLET Adviser, Office of International Education and Exchange, 5209 University of Oregon, Eugene OR 97403­5209, USA.

International students who want English training before beginning their studies at the University of Oregon or another United States university may enroll in the American English Institute. For more information write to the American English Institute, 5712 University of Oregon, Eugene OR 97409­5212, 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 Students 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 the International Student Adviser, Office of International Education and Exchange, 5209 University of Oregon, Eugene OR 97403­5209; telephone (503) 346­3296.

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

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.

503, 507, 508, 510, 601–610, 704–710 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 during a single term, and credit is assigned according to the work load in a particular course. Some departments have established different credit ranges than those given below.

The following generic numbers are reserved for special types of work. Credit ranges vary. Except in the School of Law, courses numbered 505, 601, 603 are offered pass/no pass only.

503 Thesis

507 Seminar: [Topic]

508 Workshop: [Topic] or Laboratory Projects: [Topic] or Colloquium: [Topic]

510 Experimental Course: [Topic]

601 Research: [Topic]

602 Supervised College Teaching

603 Dissertation

604 Internship: [Topic]

605 Reading and Conference: [Topic]

606 Field Studies: [Topic] or Special Problems: [Topic]

607 Seminar: [Topic]

608 Workshop: [Topic] or Colloquium: [Topic] or Special Topics: [Topic]

609 Practicum: [Topic] or Supervised Tutoring or Terminal Project

610 Experimental Courses: [Topic]

704 Internship: [Topic]

705 Reading and Conference: [Topic]

706 Field Studies: [Topic] or Special Problems: [Topic]

707 Seminar: [Topic]

708 Workshop: [Topic] or Colloquium: [Topic] or Special Topics: [Topic]

709 Practicum: [Topic] or Supervised Tutoring or Terminal Project

710 Experimental Courses: [Topic]

GENERAL REQUIREMENTS AND POLICIES

Course Registration Requirements and Limits

A graduate student may register for up to 16 credits of graduate or undergraduate course work each term. Registration in excess of this level, up to a maximum of 18 credits, 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 taking only comprehensive or 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 (504).

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 graduate credits a 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 about 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 619). The student must be a matriculated UO graduate student in an advanced degree program and registered for the required number of credits. A maximum of 15 credits may be applied toward a graduate degree.
The University of Oregon has a graduate exchange program to study in selected universities. To apply for admission to the University of Oregon 97403-5249, Ph.D. in exercise and movement science, these areas must be directly related to 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 joint programs, they are not required to register and pay fees if they will be using university facilities or faculty or staff services during that term.

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 the University of Oregon Undergraduate and Graduate 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 advisor and the dean or department head of the academic unit offering the course must approve the student's petition.
2. The student must pay in advance a special examination fee of $40 per 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 is in listed in the most recent schedule of classes as grade only.
5. Credit by examination is not awarded for Thesis (503), Research (601), Dissertation (603), Internship (604), Reading and Conference (605), Field Studies, Special Problems (606), Workshop, Colloquium, Special Topics (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 applied toward an advanced degree at the university.

Petition forms are available in the Office of the Registrar.

Grade Requirements

Graduate 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:

- A master's student may apply for a maximum of three academic terms of on-leave status during the course of study for the degree. Doctoral candidates may apply for a maximum of three academic terms of on-leave status for graduation and advancement to candidacy, and they may apply for a maximum of three academic terms of on-leave status for graduation and advancement to candidacy. See Continuous Enrollment under Doctoral Degrees.

Permission to Reregister

A graduate student who fails to maintain continuous enrollment or obtain on-leave status is required to file a Permission to Reregister petition in the Graduate School and pay a fee of $15. The petition is reviewed by the student's home department and the Graduate School. The procedure is equivalent to a new admission, and the student may be required to meet departmental admission policies and degree completion requirements that are in effect on the date of reregistration.

Review of the reregistration form may result in a change of residency status from resident to nonresident. More information is available from the residency and admission officer in the Office of Admissions.

When reregistration is approved, a master's candidate must register for 3 credits for each term he or she has stopped out. If the accumulated credits total more than 16, the student may be required to enroll in more than one term of increased registration. Doctoral candidates must register for a new year of residency—three consecutive terms of at least 3 graduate credits in each term. They must also take the comprehensive examinations if completed prior to stopping out.

Waiver of Regulations

Graduate students 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 ensure a place upon return. Only graduate students in good standing are eligible.

The Graduate School must receive the application for the last registration day in that term, as noted in the schedule of classes. On-leave status is granted for a specified time period that may not exceed three academic terms, excluding summer session. Students with on-leave status are not required to pay fees. However, students must register and pay fees if they will be using university facilities or faculty or staff services during that term.

A master's degree student who attends the university only during summer sessions must obtain on-leave status for each ensuing school year. These summer students must still complete all requirements within the seven-year time limit.

Master's degree candidates, except summer-only students, may apply for a maximum of three academic terms of on-leave status during the course of study for the degree. Doctoral candidates may apply for a maximum of three academic terms of on-leave status for graduation and advancement to candidacy, and they may apply for a maximum of three academic terms of on-leave status for graduation and advancement to candidacy. See Continuous Enrollment under Doctoral Degrees.
Fellowships and Financial Aid

At the University of Oregon, financial aid is available through graduate teaching and research fellowships (GTFRs). Teaching assistantships, scholarships, work-study, loans, and part-time jobs 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. Fellowships are awarded on the basis of the student’s potential as a graduate student. Graduate teaching assistants and research assistants are represented by the Graduate Teaching Fellows Federation (GTFF), American Federation of Teachers, Local 3544. Recruitment and selection follow established procedures from departments and the provisions of the GTFF contract. Details of appointment procedures are available from the department secretaries, who are 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 1994–95 minimum-level stipends at 0.29 full-time equivalent (FTE) ranged from $7,481 to $9,922 for the academic year. The minimum appointment is 0.29 FTE 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 GTFS for teaching-related positions must submit a score for the Test of Spoken English (TSE) or the Speaking Fluency English Assessment Kit (SPEAK) to the Graduate School. Individuals scoring below 230 on either of these tests are required to attend language support classes (at no additional charge to the student) and may be limited in the kinds of activities they carry out as GTFS.

The TSE is available in many Test of English as a Foreign Language (TOEFL) testing sites. If a TSE score is not submitted to the Graduate School in advance of arrival on campus, the student must take the SPEAK test at the University of Oregon before the first term of appointment. The test fee is $35.

Research Fellowships. A number of departments and schools employ graduate students to work on research projects under the supervision of faculty members. Funds come from research grants and contracts. Stipends and tuition policy are the same as for graduate students with teaching fellowships.

These fellowships may sometimes be extended through the summer, thus increasing the total stipend. In addition, some departments have federally supported training grants and consider fellowship applicants for support through these resources.

Fellowships from Other Sources. Graduate students at the university are sometimes eligible for fellowship awards granted by federal agencies and private foundations. The Graduate Funding Library, located in the Graduate School, maintains a database of sources of funding for graduate study as well as for dissertation and postdoctoral research. The library also houses several publications that describe programs that fund graduate education. This is a self-service library. The Graduate Funding Library coordinator is available for consultation by appointment. More information is available from the Graduate School.

Postdoctoral Fellowships. The University of Oregon participates in several postdoctoral fellowship programs and provides facilities for postdoctoral study under faculty supervision. More information is available from individual schools and departments.

Other Financial Assistance. Some 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 about 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, 5209 University of Oregon, Eugene OR 97403-5209, 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, at least 9 credits in courses numbered 600–699 must be taken in residence. The 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 Thesi- sis (593). Credit for thesis is given on a pass/no pass basis.
Second Master's Degree

Students who earned 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 an interdisciplinary program (ISIP). Although the second master’s degree may be permitted with reduced credits, complete records of the student’s graduate-level study must reflect the equivalent of all requirements for completion of the degree as described in the University of Oregon Undergraduate and Graduate Bulletin. Schools and departments may require more than this 30-credit minimum or deny the request. If the first master’s degree is from another institution, the second master’s degree program must comply with the standard university master’s degree requirements (a minimum of 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 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 master of fine arts 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, 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.

Transferred Credit

Graduate Credit. 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
2. 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+, or B, or P.
5. The courses have not been used to satisfy the requirements for another degree

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 a form with the Graduate School prior to the beginning of the term of registration. He or she may choose one of two options:

Option 1. Include the course in requirements for the bachelor’s degree (500-level course only)

Option 2. Reserve the course as graduate credit for consideration by a department after admission as a graduate student

Registration in a graduate-level course is available only to senior-level students with at least a 3.00 GPA in the last three terms of work. A student may take a maximum of 9 graduate credits while classified as an undergraduate.

Credits in Research (601); Supervised Teaching (602); Internship (604); Reading and Conference (605); Field Studies or Special Problems (630); Workshop, Special Topics, or Colloquium (680 or 686); and Practicum, Terminal Project, or Supervised Tutoring (696) do not qualify.

Transfer of Baccalaureate Credit. Undergraduates who have passed graduate-level courses that have been approved in Option 2 of the Reservation of Graduate Credit process may apply up to 9 credits toward a master’s degree (within the overall 45-credit maximum for transfer credit). Work in courses taken for letter grades (mid-B or better) and P/N courses, if accompanied by the instructor’s statement that the passing grade was equal to a mid-B or better, are eligible to be considered. If approved, these courses can count toward meeting all relevant university master’s degree requirements. 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 postbaccalaureate 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 Classification under General Requirements and Policies, pending school or department endorsement and Graduate School approval). This is within the overall 45-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 that for fulfilling the foreign language requirement 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 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. A student 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 or the UO Bookstore a current copy of the University of Oregon Style and Policy Manual for Theses and Dissertations (only those theses meeting the standards of style and format 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.

Research Compliance

University policy requires that students who intend to engage in research that involves human or animal subjects receive approval of their research procedures before beginning to collect data. Protocol forms and a detailed explanation of procedures may be obtained from the Office of Research Compliance, located in the Riverfront Research Park.

Summary of Graduate School Master’s Degree Requirements

The following outline of Graduate School requirements for master’s degrees lists minimum requirements. Specific departmental requirements must also be met before the student is awarded an advanced degree. Credit requirements listed below must be met with graduate credits.

Language requirement (6 credits) M.A. only

Minimum GPA (6 credits) 3.00

Minimum thesis credits (6 credits) 9 credits

Time limit for program completion (6 credits) seven years

Total credit minimum (6 credits) 45 credits

Registration minimum per term (3 credits)

Minimum graded credits taken in residence (6 credits) 24 credits

Minimum 600-level credits in residence (6 credits) 9 credits

Minimum credits in major (20 credits)

Minimum credits in residence (30 credits)

Departmental requirements (60 credits) specified by school or department
The school or department specifies whether a thesis is mandatory or optional; however, a student writing a thesis must register for at least 9 credits of Thesis (503).

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 coursework 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: [Topic] (1-16R)** P/N only

**602 Supervised College Teaching (1-5R)**

**605 Reading and Conference: [Topic] (1-16R)**

**606 Field Studies: [Topic] (1-16R)**

**607 Seminar: [Topic] (1-5R)**

**608 Wkshop: [Topic] or Colloquium: [Topic] (1-16R)**

**609 Terminal Project**

**610 Experimental Course: [Topic] (1-16R)**

**613 Practicum (1-5R)**

**614 Internship**

**615 Conference: [Topic] (1-16R)**

**616 Seminar: [Topic] (1-5R)**

**617 Workship: [Topic] or Colloquium: [Topic] (1-16R)**

**619 Terminal Project (1-16R)**

**620 Experimental Course: [Topic] (1-5R)**

A student interested in one of the interdisciplinary programs approved by the Graduate Council should direct inquiries to the appropriate program. Approved programs are applied information management, Asian studies, environmental studies, folklore, individualized programs, industrial relations, and teaching. Each interdisciplinary program is described below.

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 course work (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 Arts and Sciences, or in a combination of three programs from two professional schools and the College of Arts and Sciences.

The Interdisciplinary Studies: Individualized Program (ISIP) 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 graduate credits for an integrated terminal project or thesis determined by the student and these advisors during the course of study.

Additional guidelines in the ISIP program include the following:

1. A maximum of 15 credits may be used from practicum, field studies, research, and teaching 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 ISIP 503 (1-5R). 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 ISIP 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 advisors 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.

Credit must be obtained in writing from each of the three advisors, indicating their willingness to serve and their approval of the final listing of courses in each of the three areas. One of the three advisors must be designated as chair. Later changes in the program must be approved by both the advisor in the area involved and the ISIP director. Address inquiries to Terborg, Director, Institute of Interdisciplinary Studies, 2119 University of Oregon, Eugene OR 97403-1219.

Residence and Credit Requirements
A doctoral candidate may fulfill the residency requirement during the period in which he or she

**DOCTORAL DEGREES**

**Ph.D.**

Doctor of Philosophy
The degree of doctor of philosophy (Ph.D.) requires distinguished achievement in both scholarly and original research. The degree is granted in recognition of the candidate's high attainment and ability in a special field of academic discipline, the development of a unique body of knowledge, 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 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 is defined as three consecutive terms of full-time study, with a minimum of 9 completed graduate credits a term. Research (601) may be a part of the 9 credits.

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 student has been officially awarded the master's degree, the doctoral degree program immediately follows the master's degree program, and 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). Credit for Dissertation is recorded P/N (pass/no pass); it cannot be earned until the student 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.

Candidates for the doctor of philosophy degree at the University of Oregon are expected to have proficiency in at least one language in addition to English if a substantial relevant body of literature in one or more foreign languages exists in the candidate's specialized field of dissertation research. It is the responsibility of the candidate's adviser or doctoral committee to determine which languages the candidate is expected to know before beginning dissertation research. Guidelines for language proficiency are established by the candidate's home department.

**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 three or four members, and the student's adviser is chair.

**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 and the student 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.

**Research Compliance**

University policy requires that students who intend to engage in research that involves human or animal subjects receive approval of their research procedures before beginning to collect data. Protocol forms and a detailed explanation of procedures may be obtained from the Office of Research Compliance, located in the Riverfront Research Park.

**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 home department committee members may be from another department, with the approval of the dean of the Graduate School and the home 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 earned, 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 to the Graduate School, each member of the dissertation committee must confirm in writing either 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 approval 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 overwong 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 forms are 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 required year of residency 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). All 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 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 foundation areas, a research area, and some noneducational 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.

Doctor of Musical Arts

Requirements for the doctor of musical arts (D.M.A.) degree include formal admission, proficiency and comprehensive examinations, foreign languages, an admittance 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 summer)
3. Course work and residence. Students' academic committees, appointed by the department, school, or college, determine 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 3 completed graduate credits in a term) must be spent on the Eugene campus.
4. Doctor of Education
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 the 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.
The College of Arts and Sciences is the central academic division of the university. It enrolls a majority of 1,300 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 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 increasing 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 reeducation 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 ideas and data; 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 consultation with their advisors, to develop academic programs that maintain a balance between general preparation and specific personal 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 lifelong process of discovery and development.

Departments and Programs
The instructional departments of the college include anthropology, biology, chemistry, classics, computer and information science, creative writing, 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 theater arts.

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

Preparatory programs for careers in dental hygiene, dentistry, engineering, medical technology, medicine, nuclear medical technology, nursing, pharmacy, physician assistant, radiation therapy technology, 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, teaching, and for the master of business administration—see the Preparatory Programs section of this bulletin. Western Interstate Commission for Higher Education (WICHE) preparatory 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 the Northwest. It has been published three times a year for the past thirty-seven years.

Undeclared 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. Majors should be chosen by the middle of the 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—called undeclared 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.

Many undergraduate courses at the University of Oregon have increased from 3 to 4 credits each. This and other recent changes in the curriculum affect the number and types of courses students must take to fulfill major, minor, and degree requirements. The Registration and Academic Policies section of this bulletin describes general-education and degree requirements.
ANTHROPOLOGY

308 Condon Hall
Telephone (931) 246-3102
C. Melvin Alkon, Department Head

Faculty


Songsoo Y. Uhm, lecturer (New World archaeology, prehistoric political and economic systems); vice president for research and graduate education; dean, Graduate School. B.A., 1971, Keio University; M.A., 1977; Ph.D. 1986, Arizona. (1956)


Emeriti
Don E. Baird, professor emeritus. B.A., 1949, New Mexico; M.A., 1957, Mexico City College; Ph.D. 1962, Oregon. (1962)


Harry F. Wolcott, professor emeritus. B.S., 1951, California, Berkeley; M.A., 1959, San Francisco State; Ph.D., 1964, Stanford. (1964)

The data in parentheses is the end of each entry in the first year on the University of Oregon faculty.

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 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. They should also have a sound background in English. Students transferring with two years of college work should come with a year's work in social sciences, preferably anthropology. Introductory biology, introductory computer science, and the equivalent of two years of college instruction in a foreign language 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 Lundquist College of Business 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 or Ph.D. 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.) degrees. 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

The major in anthropology requires 44 credits distributed as follows:

1. 8 credits in 100- or 200-level courses
2. 8 credits in physical anthropology at the 300-399 level
3. 8 credits in cultural anthropology at the 300-399 level
4. 8 credits in prehistory at the 300-499 level
5. 32 upper-division credits of which 16 must be at the 400 level

Majors must meet with an anthropology advisor at least once a year.

Of the 44 credits required in anthropology, 36 must be graded. No more than 8 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 52 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: Two courses in introductory anthropology, chosen from ANTH 110, 150, 170-173, 180, 211, 213, 220 (in any combination or order)

Sophomore Year: Begin upper-division anthropology course work

Junior and Senior Years 8 credits in cultural anthropology, ANTH 301, 305, 305, or ANTH 310-334, 412-438; 8 credits in physical anthropology, chosen from ANTH 360-365, 451-469; 8 credits in prehistory, chosen from ANTH 341-343, 440-445 (in any combination or order); 12 credits in any field of anthropology at the 300-499 level

Honors

Application for graduation with honors must be made through the student's departmental advisor 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 advisor

Minor Requirements

The minor in anthropology is intended to complement the student's major in another discipline. Courses used to complete the minor must be chosen in consultation with an anthropology advisor. The 24 credits required for the minor must be distributed as follows:

1. 4 credits in 100- or 200-level courses
2. 16 credits in 300- or 400-level courses of which 8 credits must be at the 400 level

Of the 24 credits required in anthropology, 18 must be graded; no more than 4 credits with the grade of D may be counted.

Courts

Jesse D. Lanning, courtesy professor (archaeology, anthropology, physical anthropology). B.A., 1925, Morristown College; Ph.D., 1943, Chicago. (1926)

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

Secondary School Teaching

Although the University of Oregon does not offer professional preparation of social studies teachers, an academic major in anthropology provides a strong subject-matter background for entry into a secondary teacher-education program. Students interested in teaching may obtain information about teacher education from the Office of Academic Advising and Student Services, 164 Oregon Hall.

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) or its equivalent 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 32 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 proficiency in one foreign language. There is no language requirement for the M.S., but the candidate for that degree must demonstrate proficiency in a special skill, such as statistics or computer science, approved by the department faculty.

There are no absolute requirements for admission to the M.A. program. A bachelor's degree in anthropology is helpful but by no means required. Admission is limited, and preference is given to applicants with good overall academic records and high Graduate Record Examinations (GRE) scores who have had at least some 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 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 two special fields of concentration within anthropology, a formal dissertation prospectus and, finally, the doctoral dissertation. The dissertation should be based upon original research, which ordinarily involves fieldwork or laboratory work, and should be written in a professional, 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, sold at the Erb Memorial Union main desk and the UO World Store, spiral-bound edition.

110 Introduction to Cultural Anthropology (4)
Organizational and functioning of society and culture. Two lectures, one discussion.

150 Introduction to Archaeology (4)
Archaeological evidence for human evolution. Two lectures.

160 Human Evolution (4)
Introduction to the fossil record and ecology of early hominids. Two lectures, one discussion.

171 Evolution of Monkeys and Apes (4)
Evolutionary biology of the primates: the fossil record and ecology in the age of mammals, primate anatomy, locomotor feeding adaptations, taxonomic relations, and primate etiology.

172 Evolution of Human Adaptation (4)
Physiological, anatomical, and behavioral adaptations of the human species and the evolutionary events that produced them.

173 Evolution of Human Sexuality (4)
Includes basic genetics, ethology, and behavior. Evolution of sex, including the role of sex in mammalian, primate, and human behavior.

180 Introduction to Language and Culture (4)
Language and culture relationships and methodology.

196 Field Studies: [Topic] (1–2R)
198 Laboratory Projects: [Topic] (1–2R)
199 Special Studies: [Topic] (1–5R)

211 Selected Topics in Ethnology: [Topic] (1R)
Course content varies from term to term; emphasizes the comparison of cultures and the anthropological understanding of contemporary peoples.

213 Oregon Native Americans (4)
Survey of Native cultures of Oregon based on archaeological, ethnographic, and ethnohistoric evidence. Begins with arrival of people and concludes with contemporary Native American issues.

220 Introduction to Japanese Society and Culture (4)
Social relationships between the sexes, among generations, and between minorities in everyday Japanese life at the work place, at home, and in the community.

301 Ethnology of Hunters and Gatherers (4)
Hunting-gathering cultures from different parts of the world. Emphasis on comparative social organization and adaptive strategies.

302 Ethnology of Tribal Societies (4)
Emphasis on comparative social organization and the two major forms of tribal adaptation—subsistence agriculture and pastoralism. The fate of tribal peoples in the modern world.

303 Ethnology of Peasant Societies (4)
Emphasis on comparative social organization of peasant farming communities from various parts of the world and the impact of modernization.

310 Exploring Other Cultures: [Topic] (1R)
How anthropologists study and describe human cultures. Content varies: draws on fieldwork, famous ethnographies, specific ethnographic areas and their problems, and comparative study of selected cultures. R when topic changes.

314 Women and Culture I: Politics, Production, and Power (4)
Cross-cultural exploration of women's power in relation to political, economic, social, and cultural roles. Case studies from Africa, Asia, the Middle East, Europe, and America.

315 Women and Culture II: Creativity and Symbols (4)
Cross-cultural exploration of the expressive and artistic realm of women's lives. Topics include life-cycle rituals, religion, healing, verbal arts, crafts, and music.

317 Marriage, Family, and Kinship (4)
An empirical and theoretical examination of the interrelationship of kinship and the structure of society.

320 Native North Americans (4)
Indian and Eskimo life in North America before white contact; contemporary life. Prerequisite: 8 credits in social science or instructor's consent.

321 Peoples of India (4)
The emergence of traditional Indian culture and its subsequent transformation under Islamic and Western influences. Prerequisite: 8 credits in social science or instructor's consent.

322 Euro-American Images of Native North America (4)
Anthropological perspective on the nature and development of the ideas and beliefs of the European settlers of North America about the American Indians.

323 Pacific Basin: Polynesia and Micronesia (4)
General introduction to the indigenous populations of Australia with special attention to ritual, social structure, and male-female relationships. Introductory text, ethnographies, films.

324 Pacific Basin: Melanesia and Australia (4)
General introduction to the peoples of Papua New Guinea: social structure, exchange systems, ritual, male-female relationships, and processes of change with outside contact.

341 Asian Archaeology (4)
Asian archaeology and prehistory emphasizing developments in East and Southeast Asian culture. Evidence is considered from the beginnings of human culture to the early historic civilizations. Prerequisite: 3 credits in anthropology or prehistory or instructor's consent.

342 Northeast Asia Prehistory (4)
Cultural history of North China, Japan, and Korea from Paleolithic times to the early imperial civilizations. Emphasis on functional and adaptive characteristics and ecological factors.

343 Pacific Islands Archaeology (4)
Archaeology and prehistoric cultural development of Pacific islands peoples from the earliest settle-
445/545 South American Prehistory (4) 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 (4) 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.


449/549 Cultural Resource Management (4) Objectives, legal background, operational problems, ethical and technologically considerations in the management of prehistoric and historic cultural resources. Prereq: graduate standing in anthropology, 8 credits of upper-division archaeology or prehistory or instructor's consent.

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

451/551 Primate Systematics and Taxonomy (4) Development of taxonomy, methods and principles of evolutionary classification, morphological, physiological, and behavioral taxonomic theory; primate and hominid classification. Prereq: ANTH 368, 361; or instructor's consent.

462/562 Paleobiology (4) The fossil record and theoretical implications of the Cenozoic primates with special reference to their various adaptations; locomotion, special senses, dentition. Prereq: ANTH 361; or instructor's consent.

463/563 Primate Behavior (4) 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: instructor's consent.

466/566 Advanced Laboratory in Physical Anthropology (4) Techniques for the assessment and analysis of genetic, physiological, and anthropometric variability in human populations. Prereq. or coreq. ANTH 362.

467/567 Paleoecology and Human Evolution (4) 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 Sociobiology (4) Racial classifications and comparisons: the biological basis of culture; attitudes toward race in human relations. Prereq: 8 credits in anthropology or instructor's consent.

469/569 Anthropological Perspectives of Health and Illness (4) 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 362 or instructor's consent.

485/585 Polybiotic World Human Science (4) Explores the creation of a multi-conceptual world human science that is based on Western and non-Western concepts. Prereq: 8 credits in cultural anthropology or instructor's consent.

486/586 Japanese Society and Culture (4) Descriptive introduction to contemporary Japan combined with theoretical perspectives for evaluating popularized depiction of Japanese society. Prereq. or coreq.

487/587 Technology and Culture (4) Sources of technological innovation from prehistory to modern times, and relationships between technology and social organization; cross-cultural evolution of technologies. Prereq. junior standing or above.

490/590 Health Care Services (4) Structure and function of American health care services. Components include health care facilities, personal, financing, and issues and trends in health care delivery.


492/592 World Health Problems (4) Provides information on world health problems and international programs, the World Health Organization, and its impact on society. Intensive study of a regional health problem.

493/593 Racial and Ethnic Dimensions in Health (4) 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.

503 Thesis (1-16R) PIN only

601 Research (Topic) (1-16R) PIN only

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R) PIN only

605 Reading and Conference (Topic) (1-16R) PIN only

606 Special Problems (Topic) (1-16R)

607 Seminar (Topic) (1-5R) Current topics are California Prehistory, Great Basin Archaeology, Paleoanthropology of South Asia, Plateau Archaeology, and Spatial Archaeology.

608 Workshop (Topic) (1-16R)

609 Practicum (Topic) (1-16R) PIN only

610 Experimental Course (Topic) (1-5R)

690 Basic Graduate Physical Anthropology (3) Introduction to the major subfields in physical anthropology, primate classification, paleoanthropology, human biology and diversity, processes of evolution, and primate ethology. For graduate students with little or no background in physical anthropology.

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.

682 Sociocultural Guidance (5) Survey of theoretical foundations and approaches; social organization, economic and political anthropology, religion, arts, and sociocultural change. Emphasis on current issues. Prereq: background in cultural anthropology. For master's degree candidates.


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

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

687 Contemporary Indians of the United States (5) Problems of land, economics, politics, and law; Indian education, and welfare; social legislation, and court decisions. Anthropologists and Indians—current studies, theoretical and applied. Prereq: graduate standing or instructor's consent.


694 The Beginnings of Civilization (4) The transition from food-gathering to food-producing economies and from egalitarian to state-level societies. Prereq: graduate standing in a social science.

695 Cultural Ecology (4) 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 (4) Biocultural 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 (4) 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.

698 Legal and Ethical Issues in Health (4) 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.
ASIAN STUDIES

110 Gerlinger Hall
Telephone (503) 316-5082
Richard P. Suttimeier, Program Director

Program Committee Faculty
C. Melvin Allen, anthropology
William S. Ayres, anthropology
Sylvia J. Begg, art history
Cynthia J. Brokaw, history
Kathie L. Carpenter, linguistics
Carolyn L. Cartier, geography
Scott DeLaney, linguistics
Stephen W. Durand, East Asian languages and literatures (Chinese)
Muran Epstein, East Asian languages and literatures (Chinese)
Robert H. Feising, library
Michael B. Fisch, East Asian languages and literatures (Chinese)
Geraldine Moreno, anthropology

The university offers an interdisciplinary Asian Studies Program leading to the bachelors of arts (B.A.) degree. The curriculum includes courses in anthropology, art history, Chinese language and literature, dance, 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. 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. Many students go on to do graduate studies.

Declaring a Major
Acceptance in the Asian studies major program requires the following:
1. Request acceptance as a major in the Asian studies office before attaining senior status
2. Submit a one-page statement of purpose designed to show sufficient understanding of Asian studies to conceptualize an interdisciplinary course of study leading to the B.A. degree
3. Have a minimum cumulative grade point average of 3.0

Major Requirements
Students majoring in Asian studies must complete three years (39 credits) of an Asian language. Chinese and Japanese are taught through the fifth year at the University of Oregon. The first three years of Indonesian and Thai are offered through the Department of Linguistics. 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 40 credits of course work distributed as set forth below.

Each student’s course distribution must include more than one Asian civilization. Thus, a student focusing on Japan must take at least 8 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 the B.A. in one of the disciplines represented in the Asian studies curriculum and to fulfill the major requirements for Asian studies.

Course Requirements
The 40 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.) Eight 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 courses of study.

East Asian Studies Concentration
1. 12 credits from one of the principal history sequences: China (HIST 487, 488, 489), Japan (HIST 490, 491, 492)
2. 15 credits from among the following, or approved seminars (407) or experimental courses (410):
   - Anthropology: Introduction to Japanese Society and Culture (ANTH 230), Asian Archaeology (ANTH 341), Asian Studies Prehistory (ANTH 342), Peoples of East Asia (ANTH 431), Topics in Old World Prehistory: Chinese Archaeology (ANTH 440), Japanese Society and Culture (ANTH 448)
   - Art History: History of Indian Art (ARTH 307), History of Chinese Art (ARTH 208), History of Japanese Art (ARTH 209)
   - Chinese: Introduction to Chinese Literature (CHN 265, 266, 267)
   - East Asian Languages and Literatures: Chinese: Cultural Odyssey (EALL 210), Japan: A Cultural Odyssey (EALL 211)
   - Geography: Geography of Non-European-American Regions (GEOG 203), Advanced Geography of Non-European-American Regions: Geography of China (GEOG 475)
   - Japanese: Introduction to Japanese Literature (JPN 305, 306)
   - Religious Studies: Chinese Religions (REL 302), Japanese Religions (REL 303), Readings in Buddhist Scriptures (REL 440)

3. 3 additional credits from any of the courses in 1 or 2 above or from the following:
   - Anthropology, Pacific Islands Archaeology (ANTH 343), Topics in Old World Prehistory: Southeast Asia (ANTH 440)
   - Architecture, Settlement Patterns: Japanese Vernacular, I (ARCH 432, 433)
   - Art History: Non-Asian Art of Eurasia (ARTH 381), Chinese Art: Late Period (ARTH 384, 385, 386), Chinese Buddhist Art (ARTH 387), Art and Politics in 20th-Century China (ARTH 389), Art of the Pacific Islands, I (ARTH 391, 392), Chinese Art, II (ARTH 394, 395, 396), Japanese Buddhist Art (ARTH 397), Problems in Chinese Art (ARTH 484), Japanese Prints (ARTH 488), Problems in Japanese Art (ARTH 494)
   - Chinese, Women’s, Gender, and Chinese Literature (CHIN 350), Yearly Course (CHIN 411, 412), Modern Chinese Texts (CHIN 413), Issues in Early Chinese Literature (CHIN 420), Issues in Medieval Chinese Literature (CHIN 424), Issues in Modern Chinese Literature (CHIN 428), Advanced Chinese (CHIN 431, 432, 433), Literary Chinese (CHIN 436, 437), Literary Chinese Texts (CHIN 438), Chinese Language (CHIN 440), Chinese Language: Teaching Chinese as a Foreign Language, I (CHIN 433, 444), Chinese Bibliography (CHIN 435), Post-Modern Fiction and Debate (CHIN 434), Chinese Film and Theatre (CHIN 452), Early Chinese Poetry: Scholar’s Landscape (CHIN 454), The Han-Romaniic Tradition (CHIN 455), Traditional Chinese Law and Literature (CHIN 456), The Confucian Canon (CHIN 461), The Beginnings of Chinese Narrative (CHIN 462), Dance, Dance in Asia (DAN 302)
   - East Asian Languages and Literatures: Teaching East Asian Languages and Literatures at College Level (EALL 460)
   - 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 295), Thought and Society in East Asia (HIST 495, 496), Modern Southeast Asian History (HIST 496), Topics in Asian History (HIST 498)
   - International Studies, Gender and International Development (INTL 241), Development and the Muslim World (INTL 422), The Pacific Challenge (INTL 440), South Asia Development and Social Change (INTL 442), Postwar Vietnam and United States Relations (INTL 443)

Political Science, Southeast Asia in Modern Times (PS 333), Politics of China LI, (PS 442, 442), Seminar: Science and Technology in Modern Asia (PS 407), Chinese Foreign Policy (PS 457).

Religious Studies, Buddhism and Asian Culture (REL 330, 331)

Southeast Asian Studies Concentration

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, Malaysia, Vietnam, Laos, and Indonesia has coordinated the development of the curriculum for this concentration within the Asian studies major program.

1. Language Requirement

The equivalent of three years of a Southeast Asian language is required for all B.A. candidates. Typically this is 9 credits of course work completed over two to three-year period. Southeast Asian languages offered at the UO are Indonesian and Thai. In consultation with a faculty advisor 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 summer language programs.

2. Basic Course Requirements (40 credits)

Besides the specific courses listed below, approved Seminars (407) and Experimental Courses (410) are also eligible.

a. Core-Area Courses (28 credits, including 12 credits in history and typically at least one course from each of the disciplines below)

Anthropology: Cultures of Island Southeast Asia (ANTH 436), Cultures of Mainland Southeast Asia (ANTH 437), Minority Cultures of Southeast Asia (ANTH 438), Topos of Old World Prehistory: Southeast Asian Archaeology (ANTH 440)

Art History, History of Indian Art (ARH 207)

Geography, Geography of Non-European-American Regions (GEOG 203), Experimental Course: Geography of the Pacific Rim (GEOG 410), Advanced Geography of Non-European-American Regions: Geography of East and Southeast Asia (GEOG 475)

History, Vietnam and the United States (HIST 388), Philippines (HIST 481), Modern Southeast Asian History (HIST 495), Topics in Asian History (HIST 498)

International Studies, Southeast Asian Political Novels and Films: Changing Images (INTL 441)

Political Science, Southeast Asia in Modern Times (PS 333)

Religious Studies, Buddhism and Asian Culture (REL 330, 331)

b. Supplementary Courses (12 credits)

Anthropology, Peoples of Indonesia (ANTH 321), Pacific Basin: Polynesia and Micronesia (ANTH 323), Pacific Basin: Melanesia and Australia (ANTH 324), Asian Archaeology (ANTH 341), Pacific Islands Archaeology (ANTH 343), Topics in Pacific Ethnology (ANTH 425)

Art History, History of Indian Art (ARH 207), Art of the Pacific Islands LI (ARH 391, 392)

International Studies: Center and International Development (INTL 411), Development and the Muslim World (INTL 423), The Pacific Challenge (INTL 440), South Asia: Development and Social Change (INTL 442)

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

Music, Ceremonial Music (MUS 450)

Religious Studies, Chinese Religions (REL 332), Readings in Buddhist Heritages (REL 410)

c. Second Area Focus (at least 8 credits included in the 40-credit 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 8 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. Degree concentrations in East or Southeast Asia are available. The curriculum includes courses in anthropology, art history, Chinese language and literature, geography, history, international studies, Japanese language and literature, political science, religious studies, and sociology. The Plan of Study is administered by the Asian studies committee, composed of faculty members with Asian specializations and a student representative.

A bachelor's degree in a specific departmental discipline is required for admission, and it is expected that applicants have some undergraduate preparation in courses relating 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 advisor to help develop an individual program. 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 thesis preparation. 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 34 credits of graduate study, including 44 credits in Asia-related courses, of which 9 are thesis credits. All courses used to fulfill the 44-credit requirement in Asia-related courses must be approved by the student's advisor in consultation with the program committee. These courses must represent at least two major Asian cultures and three academic areas and include seminars or colloquia. C grades are not acceptable for credit in the graduate program.

Students choosing Option 2 must (1) complete 55 credits of graduate study, including 44 credits in Asia-related courses, (2) submit two substantial research papers on Asian topics developed in seminars or colloquia, and (3) pass a general Asian studies field examination.

An M.A. candidate is required to demonstrate competence in an approved Asian language equivalent to at least three years of college training. 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 training in an Asian language. Languages studied at the University of Oregon include Chinese or Japanese for the East Asia concentration and Indonesian or Thai for the Southeast Asia concentration.

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 24 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 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 advisor, may approve other courses, including Seminars (507 or 607) and Experimental Courses (510 or 610), that offer the opportunity to apply a disciplinary methodology to Asian topics. For descriptions of listed courses, see the appropriate departmental sections of this bulletin.

East Asian Studies Concentration

Anthropology, Peoples of East Asia (ANTH 331), Cultures of Island Southeast Asia (ANTH 335), Topics in Old World Prehistory, Chinese Archaeology (ANTH 540), Topics in Old World Prehistory.
World Prehistory of Southeast Asia (ANTH 540), Japanese Society and Culture (ANTH 586)

Architecture: Settlement Patterns in Japanese Prehistory (ARCH 533)


Asian Studies. Colloquium: Asian Studies (IST 608)

Chinese. Fourth-Year Chinese (CHN 511, 512), Modern Chinese Texts (CHN 513), Issues in Early Chinese Literature (CHN 525), Issues in Medieval Chinese Literature (CHN 524), Issues in Modern Chinese Literature (CHN 525), Advanced Chinese (CHN 531, 532, 533), Literary Chinese (CHN 536, 537), Literary Chinese Texts (CHN 558), Structure of the Chinese Language (CHN 541), Post-Marxist Fiction and Religion (CHN 551), Chinese Film and Theory (CHN 552), Early Chinese Poetry: Scholar's Lament (CHN 554), The Tang-Han Poetic Tradition (CHN 555), Traditional Chinese Law and Literature (CHN 556), The Confucian Canon (CHN 561), The Beginnings of Chinese Narrative (CHN 562)

East Asian Languages and Literatures. Teaching East Asian Languages and Literatures at College Level (EALL 560)

Geography. Experimental Course: Geography of the Pacific Rim (GEOG 515), Advanced Geography of Non-European-American Regions: Geography of China (GEOG 575)

History. Thought and Society in East Asia (HIST 585, 586), China (HIST 585, 586, 589, 590), Japan (HIST 585, 591, 592), Topics in Asian History (HIST 598)

International Studies. Gender and International Development (INTL 521), Development and the Muslim World (INTL 523), The Pacific Challenge (INTL 540)


Political Science. Seminar: Science and Technology in Modern Asia (PS 537), Politics of China II (PS 542), Chinese Foreign Policy (PS 559)

Religious Studies. Readings in Buddhist Scriptures (REL 540)

Sociology. Systems of War and Peace (SOC 564)

Southeast Asian Studies Concentration

It is expected that the majority of the courses for this concentration will directly relate to Southeast Asia. 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), Cultures of Mainland Southeast Asia (ANTH 537), Minority Cultures of Southeast Asia (ANTH 538), Topics in Old World Prehistory: Chinese Archaeology (ANTH 540)


World History. Philippines (HIST 584), Thought and Society in East Asia (HIST 585, 586), Topics in Asian History (HIST 598)

International Studies. Gender and International Development (INTL 521), Development and the Muslim World (INTL 523), The Pacific Challenge (INTL 540), Southeast Asian Political Novels and Films: Changing Images (INTL 541), South Asia: Development and Social Change (INTL 542)

Linguistics. Analysis of Language Structure: Thai (LING 526)

Music. Gamelan (MUS 590)

Political Science. Seminar: Science and Technology in Modern Asia (PS 537), Politics of China II (PS 542), Chinese Foreign Policy (PS 559)

AUSTRALIAN STUDIES

837 Prince Lucien Campbell Hall
Telephone (503) 346-5051 or -1080
Jack W. Bennett, Chair

Steering Committee Faculty
Jack W. Bennett, academic advising and student services
Aletta Biersack, anthropology
Steven Dartford, sociology
Caroline Pobri, law
Gerard W. Fry, international studies
Andrew S. GKS, history
Kenneth S. Liberman, sociology
Larry L. Neal, history studies and services
Terrance S. O’Keefe, accounting
Deanna M. Robinson, journalism and communication
Norman D. Sandberg, psychology
Wayne T. Westling, law

ABOUT THE PROGRAM

The University of Oregon does not have a formal Australian studies program. However, for fifteen years the Australian Studies committee has served to focus the considerable interest 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 subject codes 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 System'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 1992–93 the UO hosted annual meetings of the Australian Studies Association of North America and the Australian Association for Australian Literary Studies. During 1995–96 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 Basins: Melanesia and Australia (ANTH 324)

English. Western American Literature (ENG 326)

Geological Sciences. Topics in Global Stratigraphy (GEOG 640)

International Studies. The Pacific Challenge (INTL 440/540)

Linguistics. Analysis of Language Structure (LING 426/526)

Management. Problems in International Business (MGMT 645)
BIOLOGY

77 Klamath Hall
Telephone (503) 345-4502
Roderick A. Capaldi, Department Head

FACULTY


George C. Carroll, professor (fungal and microbial ecology, mycology). B.A., 1956, Swarthmore; Ph.D., 1956, Texas. (1957)


Franklin W. Stahl, American Cancer Society Professor of Molecular Genetics. B.S., 1951, Harvard; Ph.D., 1956, Rochester. (1959)


Peter M. O'Day, senior research associate with title of assistant professor (biophysics of the visual system). B.A., 1970, Carleton; M.S., 1972, Maine. (1972)


Franklin W. Stahl, American Cancer Society Professor of Molecular Genetics. B.S., 1951, Harvard; Ph.D., 1956, Rochester. (1959)


The date in parentheses is the first year on the University of Oregon faculty.

UNDERGRADUATE STUDIES

Modern biologists investigate a broad spectrum of questions about living organisms and life processes. Biologists study the physical and chemical bases of life, how organisms and their components are structured, how they function, how they interact with their environment, and how they have evolved.

Department emphasizes on teaching and research offers students the opportunity to learn from and conduct research with scientists who are making important contributions in their field. Students also benefit from department research in science education, the results of which are being used to improve teaching throughout the university. Students may enter the program with a high school education or transfer from a community college or university. The curriculum includes courses oriented toward a degree in biology, professional 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. Nonmajors who want an integrated general knowledge of biology should take BI 101-103. 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 also offers courses for non-majors that focus on environmental biology (BI 130, 131, 132, 307, 308, and 319).

All of these general-interest courses may be used to satisfy university group requirements. For more information 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 obtain 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, by taking BI 220 during summer session at the UO, 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 typically need to complete at least the last three terms of the major's core curriculum—Molecular Biology (BI 221), Cellular Biochemistry (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 major requirements 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.

Holdings 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 seek career information at the Career Center. Resources are also available in the Biology Undergraduate Advising Center and Student Lounge, 73 Klamath Hall, telephone (503) 346-4325.

Advising. At the biology advising center students may receive advising from trained peer advisors or from the 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 progress reports and transcripts at the beginning of each fall term.

The advising center provides a variety of resources including a job file, a file of special study opportunities, and graduate bulletins from many schools. In the student lounge, undergraduates may relax between classes, use the resources available, meet friends, and talk with peer advisors.

Major Requirements. A major in biology leads to a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree, the latter requiring completion of a foreign language requirement. Twenty-four credits of biology that are applied to the major must be taken in residence at the University of Oregon. Biology majors must either meet the major requirements in effect at the time they are accepted as majors or complete subsequent major requirements. 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 III (MATH 251, 252).
4. Introductory General Physics (PHYS 201, 202, 203)
5. Organic chemistry sequence (CH 331, 332 or CH 331, 335, 336)
6. Genetics and Evolution (BI 220), Molecular Biology (BI 221), Cellular Biochemistry (BI 222), Cellular Physiology (BI 223), and their respective laboratories

These courses constitute the core curriculum, which is essential to understanding modern biology regardless of a student's subsequent area of specialization.

8. Any of the following courses: Genetics (BI 323), Cell Biology (BI 322), Developmental Biology (BI 326), Microbiology and laboratory (BI 351, 352), "Sanit Diversity and Physiology (BI 349), or Organic Biology (BI 353).
9.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 421-429) 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 undergraduate advising center. Other substitutions must be approved by the director of undergraduate advising.

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.
and focuses on subjects in ecology and environmental studies. The term consists of courses in Ecology (BI 370) and Marine Biology. Adaptations of Marine Organisms (BI 485) complemented by courses from the second discipline. In 1995 geography courses were offered. An interdisciplinary seminar that focuses on environmental science and policy is part of the program.

The summer program at OIMB emphasizes field studies and includes a variety of courses such as Invertebrate Zoology (BI 451), Marine Birds and Mammals (BI 455), and Marine Ecology (BI 474). A seminar and workshop series is also held. Detailed information and applications may be obtained from the biology undergraduate advising center or from the Director, Oregon Institute of Marine Biology, Charleston OR 97420. See also the Research Institutes and Centers section of this bulletin.

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 44 credits
Elementary Functions (MATH 112) .................. 4
Calculus LI (MATH 251, 252) .................. 8
General Chemistry (CH 211, 212, 213 or CH 221, 222, 223 or CH 2241, 2251, 226) .................. 12
General Chemistry Laboratory (CH 221, 222, 229) .................. 6
Genetics and Evolution (BI 220) with laboratory (BI 225) .................. 4
College Composition I (WR 121) and either College Composition II or WR 122 or 123) .................. 6
Elective .................. 4

Sophomore Year 42-51 credits
Organic chemistry (CH 331, 332 or CH 331, 385, 386) .................. 8-12
Biology Tutorial (BI 210) .................. 3
Molecular Biology (BI 221) with laboratory (BI 226) .................. 5
Cellular Biochemistry (BI 222) with laboratory (BI 227) .................. 5
Cellular Physiology (BI 223) with laboratory (BI 228) .................. 5
Biology Students may substitute courses in special, satisfying courses .................. 8-12
Arts and letters group-satisfying courses .................. 8-12

Students meet the group requirement in science by fulfilling the requirements for a major in biology. Transfer students should consult their advisors when selecting courses to meet the group requirements in arts and letters and in social science. For more information 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, and a minimum of 20 departmental 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.

Professional Students. Prehealth students who want to major in biology need to plan carefully to complete the biology major requirements and, at the same time, meet the entrance requirements of professional schools. These students should consult a biology adviser as well as the adviser for the professional area of their choice. See the Health Sciences, Preparatory section of this bulletin for more information about these requirements.

Although Organic Chemistry Laboratory (CH 337, 338) and Introductory Physics Laboratory (PHYS 204, 205, 206) are not required for the biology major, they are required for programs at most professional schools, including many programs in the Oregon Health Sciences University in Portland.

Honors Program in Biology
Biology majors who have completed the core—BI 220, 221, 222, 223 or their equivalents—and have biology grade point average (GPAs) of 3.50 or better are eligible for admission to the honors program in biology.

There are two routes to graduation with honors in biology: one focuses on research and the other on teaching. Honors candidates must satisfy the following requirements:
1. Completion of all requirements for a degree with a major in biology
2. A minimum GPA of 3.50 in all biology courses applied to the major
3. All upper-division courses used to satisfy biology degree requirements must be taken for letter grades
4. Three terms of participation in the 1-credit biology undergraduate journal club
5. Publication of three articles including a comprehensive project report in Biospheres, the undergraduate journal
6. Research. A minimum of 9 credits of Research (BI 403) distributed over at least three terms. This should be an original research project conducted under the supervision of a faculty member
7. Teaching. A minimum of 9 credits of Internship Practicum (BI 406) distributed over at least three terms. This should be an original research project conducted under the supervision of a faculty member. Some majors may substitute up to 3 credits of Supervised College Teaching (BI 402)

For more information, see an adviser in the biology undergraduate advising center.

Special Opportunities for Biology Undergraduates
Students majoring in biology may take advantage of opportunities to participate in research; attend department research seminars; contribute to Biospheres, the undergraduate journal; enroll in introductory life science seminars; work as a teaching assistant or a peer advisor; or participate in other related activities.

Credit may be earned for conducting research under the supervision of a faculty member or by enrolling in BI 401, 405, or 406. For more information, consult individual faculty members in the department.

The department’s comprehensive undergraduate research program offers students the chance to write scientific papers and participate in a journal club to supplement their laboratory research. Participants who complete this program are recognized with a certificate of accomplishment from 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.

Stipends for undergraduate research and travel to professional meetings are available. Some stipends, funded by a grant from the Howard Hughes Medical Institute, provide financial support for full-time research during the summer. Applications for Hughes summer stipends are due early in the spring term each year.

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.

Peer advising is another way for students to become involved in the department. Interested students are trained during the spring term before the year they plan to work in the advising center.

Biospheres, the journal of undergraduate research and teaching, is published biannually. An undergraduate editorial board works with a faculty advisor to review student submissions. Biospheres publishes articles ranging from research and teaching reports to editorials about current issues in biology.

Introductory life science seminars allow students to explore current issues in biology in a small-group setting. These seminars, designed for first- and second-year students, encourage interest in life sciences through project-based study.

Students are encouraged to express ideas and offer suggestions about curriculum and student relations to the chair of the department's curriculum committee, the director of undergraduate advising, the chair of the student relations committee, or the head of the department. Undergraduate majors in biology are represented on committees 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. Student answers to two summary questions are available in electronic format in the Knight Library and the Office of Academic Advising and Student Services.

Ongoing efforts to improve biology education through student feedback is highlighted by the Biology Teacher Recognition Award. Initiated by student nominations, the award recognizes faculty members and teaching assistants who exemplify excellence in one or more aspects of effective teaching.

Minor Requirements
The minor program in biology:
1. Requires at least 24 biology credits, of which 15 must be upper division.
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.

Secondary School Teaching

Although the University of Oregon does not offer professional preparation of science teachers, an academic major in biology provides a strong subject-matter background for entry into a secondary-teacher-education program. Advice about appropriate preparation is available from the director of the biology advising center. Students interested in a teaching career may obtain information about teacher education from the Office of Academic Advising and Student Services, 164 Oregon Hall.

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.).

Graduate studies are concentrated in four areas: biology, molecular, cellular and genetic biology, neuroscience and development; ecology and 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 department’s graduate secretary, Department of Biology, 1210 University of Oregon, Eugene OR 97403-1210.

The primary emphasis of graduate study is in 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.

Financial support for graduate students is generally available through departmental training grants, research grants, and teaching assistantships. It is also possible to obtain a master’s 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, evolution, or marine biology. 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. Degrees earned on the UO campus generally emphasize ecology and evolution and can involve research on terrestrial, aquatic, or marine organisms. A two-year master’s degree in marine biology is offered at the Oregon Institute of Marine Biology (OIMB) in Charleston. Master’s degree students enrolled in the program at OIMB must be admitted to the thesis master’s track. These programs provide training for a career in environmental biology or serve as preparation for advancement to a Ph.D. program. Details about the program may be obtained from the graduate secretary in the Department of Biology.

Students may be able to accelerate completion of a master’s degree by concurrently taking graduate courses while still in the undergraduate program. For information see Reserves of Graduate Credit in the Graduate School section of this bulletin.

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 the following:

1. A completed application for admission form
2. Three letters of recommendation
3. Transcripts of all college work
4. Scores on the quantitative, verbal, and analytical sections of the Graduate Record Examinations
5. TOEFL score of 600 or better for international students

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 Graduate School section of this bulletin, or send inquiries to the director of the institute.

Institute of Neuroscience

Neuroscientists in the biology, chemistry, exercise and movement sciences, 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 and Centers 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, population demography and seasonal development, ecological genetics, plant-insect interactions, genetic conservation, evolution of multiple traits, theoretical ecology, sexual selection, microevolution, and paleoecology.

Most laboratories use several approaches to answer a variety of questions and capitalize on the wealth of habitats near the Eugene campus.

Developmental Biology Program

A rigorous graduate training program investigates the mechanisms that lead from a fertilized egg to an adult organism. Various laboratories emphasize how vertebrate embryos develop their axial and their brain; how signals, proteins that cause cells to be formed in vertebrates, invertebrates, and plants; and the ways in which genes are regulated during development.

Oregon Institute of Marine Biology

The Oregon Institute of Marine Biology offers a full program of study and research for graduate students. Graduate courses are offered during summer sessions and fall term, and research is conducted year round. The marine biology graduate program focuses on research in biological oceanography, phytoplankton and microbial food webs, invertebrate physiology and larval ecology and evolution. Direct inquiries to Director, Oregon Institute of Marine Biology, Charleston OR 97420. See also the Research Institutes and Centers section of this bulletin.

Malheur Field Station

The University of Oregon is 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 undergraduate advising center.

Interdisciplinary Program in Environmental Studies

An interdisciplinary master’s degree focusing on environmental studies is offered through an individualized program in the Graduate School. Graduate courses in geography, planning, public policy and management; biology; economics; and other disciplines make up the program.

Address inquiries to Director, Environmental Studies Program, 101 Gordon Hall, 97223 University of Oregon, Eugene OR 97403-5223. See also Individualized Program: Environmental Studies in the Graduate School section of this bulletin.

BIOLOGY COURSES (BI)

Lower division courses in biology are designed primarily to meet general-education requirements in science. Many courses in this group have no pre- or corequisites. Detailed course descriptions are available in the biology undergraduate advising center. An extra fee may be charged for courses to which field trips are mandatory.

102 General Biology II: Organisms (4) How activities of different cells are integrated to produce a functioning organism. Development, physiology, and human genetics. Lectures, laboratory. Prereq: BI 101 or 105, one year of high school biology, or equivalent. Survey for nonmajors. Students cannot receive credit for both BI 102 and 106.

103 General Biology III: Populations (4) How organisms interact with their environments and with each other; ecology, evolution, and behavior. Lectures, laboratory. Prereq: BI 102 or 106 or equivalents. Survey for nonmajors. Students cannot receive credit for both BI 103 and 107.

105 Explorations in General Biology I: Cells (4) Investigative approach to key principles of genetics and cell biology. Application to current and health-related issues. Lectures, laboratory. Nonmajors only. Students cannot receive credit for both BI 105 and 106.


120 Reproduction and Development (4) Intended to help nonscientists understand biological medical information encountered in daily life. Human reproduction and development in the light of modern scientific experience. Lectures, laboratory. For nonmajors.

121 Introduction to Human Physiology (4) Study of normal body function at the organ level, emphasizing basic physiological principles. No chemical background required. Lectures, laboratory. Nonmajors only.

122 Human Genetics (4) Basic concepts of genetics as they relate to humans. Blood groups, transplantation and immune response, prenatal effects, the biology of twinning, selection in humans, and sociological implications. For nonmajors. Not offered 1995-96.

123 Biology of Cancer (4) Comparison of cancer cells with normal cells; causes of cancer, including viral and environmental factors; and biological basis of therapy. For nonmajors. Not offered 1995-96.


130 Introduction to Ecology (4) The concept of an ecosystem; organizational techniques; chemical cycling; succession; population; growth; species interactions, species diversity; implications for human ecosystems. Lectures, discussion. For nonmajors. Not offered 1995-96.


132 Animal Behavior (3) Animal behavior, its evolutionary causes, and its neural mechanisms. Readings and films illustrate the adaptive nature of orientation, navigation, communication, and social behavior. For nonmajors.

156 Natural History of Birds (4) Study of birds as unique members of living communities. Includes physiology of prey, foraging, behavior, ecological relationships, evolution, and identification through observation of wild birds. Not offered 1995-96.

158 Field Studies (1) (1-2R)

159 Laboratory Projects: (1-2R)

199 Special Studies: (1-5X) Topics include Introduction to Allied Medical Careers, Medical Terminology, and a variety of Hughes and fremton seminars.

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 222 recommended.

221 Molecular Biology (3) Fundamental biological processes of reproduction and variation at the molecular level. Structure of genetic material, gene duplication, mutation, recombination, relationship between genes and proteins, grades of mid-C or better in BI 222 and third term of 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 C- or better in BI 221; pre- or coreq: CH 332 or 335.

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 C- or better in BI 222.

225 Genetics and Evolution Laboratory-Discussion (1) Explores concepts discussed in BI 220, pre- or coreq: BI 220.

226 Molecular Biology Laboratory (2) Illustrates principles discussed in BI 221. Pre- or coreq: BI 221.

227 Cellular Biochemistry Laboratory (2) Illustrates principles discussed in BI 222. Pre- or coreq: BI 222.

228 Cellular Physiology Laboratory (2) Illustrates principles discussed in BI 223, pre- or coreq: BI 223.

229 Developmental Biology (4) Topics include genetic regulation, nucleocytoplasmic interactions, organogenesis, morphogenesis, pattern formation, cell differentiation, and neoplasia. Prereq: BI 222 or instructor's consent.

230 Cell Biology (4) Cytosol structure, organelle biogenesis, protein synthesis and targeting, secretion and endocytosis, cell surface receptors, cytoskeleton and motility, and extracellular matrix. Prereq: BI 222 or instructor's consent.

231 Microbiology Laboratory (2) Microbial diversity through laboratory projects involving enrichment, culture isolation, and partial characterizations. One scheduled laboratory per week.
463/563 Cellular Neuroscience (3) Physiology of excitation, conduction, and synaptic transmission. Prereq: BI 360 or instructor's consent. Offered 1995-96 and alternate years.

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. Offered 1995-96 and alternate years.

466/566 Developmental Neurobiology (3) Mechanisms underlying development of the nervous system. The genesis of nerve cells; differentiation of neurons; synaptogenesis and neural specificity; plasticity, regeneration, and degeneration of nervous tissue. Prereq: BI 328 and 356, or instructor's consent. Offered alternate years; not offered 1995-96.

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 1995-96 and alternate years.

468/568 Biochemistry (4) Biochemistry of the nervous system: synaptic chemistry; identification of neurotransmitters; metabolism, storage, release of known transmitters; post-synaptic events; correlation of chemical events with neuromotor and physiological function. Prereq: CH 451, 452 and BI 146, or equivalents, or instructor's consent. Offered alternate years; not offered 1995-96.

469/569 Neurochemistry (3) Biochemistry of the nervous system: synaptic chemistry; identification of neurotransmitters; metabolism, storage, release of known transmitters; post-synaptic events; correlation of chemical events with neuromotor and physiological function. Prereq: CH 451, 452 and BI 146, or equivalents, or instructor's consent. Offered alternate years; not offered 1995-96.

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. Offered alternate years; not offered 1995-96.

472/572 Community Ecology (4) Community organization, diversity, and stability. Function, structure, and development of ecosystems including energetic and nutrient cycling. Prereq: BI 370 or instructor's consent. Offered 1995-96 and alternate years.

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. Offered 1995-96 and alternate years.

474/574 Marine Ecology (3-8) 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.

475/575 Freshwater Ecology (5) Study of freshwater environments, particularly lakes; chemical, physical, and biological interactions. Prereq: BI 370 or instructor's consent. Offered alternate years; not offered 1995-96.


477/577 Microbial Ecology (3) Survey of microorganisms; evolution and structure of microbial communities in relation to habitats; biogeochemical cycling and interactions among microorganisms and multicellular eukaryotes; biotechnology. Emphasis on terrestrial ecosystems. Prereq: BI 360 or 370 or instructor's consent. Offered alternate years; not offered 1995-96.

478/578 Microbial Ecology Laboratory (2) Course covers same from term to term. Coreq: BI 477/577.

601 Research (Topic) (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 (Topic) (1-5R) P/N only

606 Field Studies (Topic) (1-5R) P/N only

607 Seminar: (Topic) (1-3R) P/N only. Topics may include neurobiology, developmental biology, ecology, colloquium, genetics, molecular biology, and neuroscience.

609 Practicum: (Topic) (1-3R) P/N only

610 Experimental Course: (Topic) (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
Doug Mundy, arts and administration
Bryan T. Downes, planning, public policy and management
C. H. Edson, educational policy and management
Gerald W. Fry, international studies
Paul Golden, educational policy and management
Steven Hecker, labor education and research
Jon L. Jacobson, law
Ronald W. Kellen, architecture
Clair A. Love, English
Madonna L. Moss, anthropology
Larry L. Neal, leisure studies and services
Ronald E. Serritella, journalism and communication
Everett C. Seneth Jr, geography

The University of Oregon does eat 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. Through the auspices of the Canadian Publishing Centre, the University of Oregon Library System 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 of Oregon are the following:

Anthropology
Ethnology of Hunters and Gatherers (ANTH 301), Native North Americans (ANTH 320)

English
Western American Literature (ENG 326)

Geography
Urban Geography (GEOG 427/527), Advanced Geography of Euro-American Regions: Canada (GEOG 470/570)

International Studies
The Pacific Challenge (INTL 440/540)

Law
International Law (LAW 671), Law of the Sea (LAW 677)

Planning, Public Policy and Management
Seminar: Canadian-American Environmental Issues, Community and Regional Development (PPFM 415/515), City Management (PPFM 415/515)

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, consult the committee coor.

CHEMISTRY
91 Klamath Hall
Telephone (503) 346-4601
Department Head

FACULTY
Ralph J. Bernhard, senior instructor, B.S., 1959, Oregon State University, M.S., 1960, Oregon, Ph.D., 1963, Minnesota, 1960
Bruce P. Brandt, chairman, organic, B.S., 1972, The University of Oregon, M.S., 1972, University of Central Florida, Ph.D., 1974, Oregon
James R. Dykstra, professor (physical), B.S., 1974, Washington University, M.S., 1975, University of California, Berkeley, Ph.D., 1977, Stanford
Deborah E. Eton, instructor, B.S., 1972, Metropolitan State College of Denver, Ph.D., 1992, Denver,

Gregory C. Flynn, assistant professor (biological), B.A., 1982, Turkey, Ph.D., 1989, California, Santa Barbara
R. Hack, associate professor (organica), B.S., 1969, Oregon, Ph.D., 1971, Utah
David B. Herrick, professor (physical), B.S., 1969, Rochester, M.S., 1971, Ph.D., 1973, Yale
Bruce S. Hudson, professor (physical), B.S., 1967, M.S., 1969, California Institute of Technology, Ph.D., 1972, California
David C. Johnson, associate professor (inorganic), B.A., 1986, Cornell, Ph.D., 1990, Oregon
John W. King, professor (physical), B.A., 1961, California, Ph.D., 1964, California
David R. Tyler, professor (inorganic), B.S., 1975, Purdue, Ph.D., 1979, California Institute of Technology

Special Staff
Nancy L. Deans, instructor, B.S., 1982, South Florida, Ph.D., 1989, California, Santa Barbara
John Hardwick, senior research associate

Emeriti
Francis J. Reilley, professor emeritus, B.A., 1976, Reed, M.A., 1942, Oregon Medical School
William J. Simpson, professor emeritus, B.A., 1943, Ph.D., 1944, California, Berkeley, 1944

The data in parenthesis at the end of each entry are the first year on the University of Oregon faculty.

UNDERGRADUATE STUDIES

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. A recent American Council on Education Survey identifies the department among the thirty strongest in the nation.

The curriculum in chemistry is designed to provide broad knowledge of the field as a part of the liberal education offered by the College of Arts and Sciences. Chemistry course work also provides a sound foundation for students interested in advanced work in chemistry or related sciences, particularly such fields as biochemistry, chemical physics, molecular biology, and geochemistry.

A strength of the program in chemistry is the opportunity it offers undergraduates to participate in the activities of a dynamic research group that considers problems extending well beyond the level of textbook instruction. Major and non-major students alike can enjoy this experimental inquiry. Two to three years of preparatory course work typically precede the research experience. The department enrolls twenty to thirty undergraduate students each term in Research (CH 401).

Preparation. The high school preparation of a prospective chemistry major should include chemistry, physics, and a minimum of three years of mathematics. Those interested in biochemistry would also profit from biology courses in high school. High school work in foreign languages is desirable but not required.

Two-year college students planning to transfer to the university to major in chemistry should prepare by taking courses equivalent to those outlined for the freshman and sophomore years.
The department offers three general chemistry sequences—Introductory General Chemistry (CH 211, 212, 213), General Chemistry (CH 221, 222, 223), and Honors General Chemistry (CH 233, 225, 226)—all of which lead to organic chemistry. The second-year sequence in chemistry, Each general chemistry sequence covers the fundamentals of chemistry but uses a different approach and a textbook tailored to suit a student's background in high school chemistry and mathematics.

Careers. Career opportunities for chemists are available in education, government, and industry (see the annual October issue of Chemical Engineering News). A bachelor's degree in chemistry provides a good background for advanced study in such fields as biochemistry, molecular biology, biology, pharmacy, pharmacology, physiology, medicine, medical chemistry, materials science, metallurgy, neuroscience, geological sciences, oceanography, geochernistry, atmospheric science, and environmental sciences. Chemists also find jobs in science writing, public relations, personnel, plant production, sales, management, safety management, market research, patent law, and even financial analysis.

Recommended Curriculum

The program below is the recommended curriculum for majors. It includes courses in chemistry and related fields. Courses taken to satisfy major requirements must be passed with grades of C- or better. Variations in courses and order may be worked out in consultation with an adviser. Advisers can also provide lists of substitute courses and courses that are recommended but not required.

Students are encouraged to participate in Research (CH 401).

**Major Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Introductory General Chemistry (CH)</td>
<td>78-81</td>
</tr>
<tr>
<td>General Chemistry (CH)</td>
<td>211, 212, 213</td>
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<tr>
<td>General Chemistry (CH)</td>
<td>221, 222, 223</td>
</tr>
<tr>
<td>Honors General Chemistry (CH)</td>
<td>233, 225, 226</td>
</tr>
<tr>
<td>General Chemistry Laboratory (CH)</td>
<td>227, 228, 229</td>
</tr>
<tr>
<td>Advanced General Chemistry Laboratory (CH)</td>
<td>231, 232, 233</td>
</tr>
<tr>
<td>Quantitative Analysis (CH)</td>
<td>231, 232, 233</td>
</tr>
<tr>
<td>Organic Chemistry (CH)</td>
<td>231, 232, 233</td>
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<tr>
<td>Organic Chemistry Laboratory (CH)</td>
<td>231, 232, 233</td>
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<tr>
<td>Physical Chemistry Laboratory (CH)</td>
<td>231, 232, 233</td>
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<td>Physical Chemistry Laboratory (CH)</td>
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<td>Physical Chemistry Laboratory (CH)</td>
<td>231, 232, 233</td>
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<tr>
<td>Physical Chemistry Laboratory (CH)</td>
<td>231, 232, 233</td>
</tr>
<tr>
<td>Advanced chemistry electives (three courses)</td>
<td>9-12</td>
</tr>
<tr>
<td>Research (CH)</td>
<td>401</td>
</tr>
</tbody>
</table>

**Related Science Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
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<tr>
<td>Calculus III (MATH)</td>
<td>251, 252, 253</td>
</tr>
<tr>
<td>Introduction to Differential Equations (MATH)</td>
<td>256</td>
</tr>
<tr>
<td>Several-Variable Calculus I (MATH)</td>
<td>251, 252, 253</td>
</tr>
<tr>
<td>General Physics (PHYS)</td>
<td>201, 202, 203</td>
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<tr>
<td>General Physics with Calculus (PHYS)</td>
<td>211, 212, 213</td>
</tr>
<tr>
<td>Introductory Physics Laboratory (PHYS)</td>
<td>204, 205, 206</td>
</tr>
<tr>
<td>Advanced Electives (three courses)</td>
<td>12-13</td>
</tr>
<tr>
<td>Research (CH)</td>
<td>401</td>
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**Sample Program for Majors**

**Freshman Year**

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<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>Introductory General Chemistry (CH)</td>
<td>211, 212, 213</td>
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<tr>
<td>General Chemistry (CH)</td>
<td>221, 222, 223</td>
</tr>
<tr>
<td>Honors General Chemistry (CH)</td>
<td>231, 224, 225, 226</td>
</tr>
<tr>
<td>Chemistry and Spectroscopy</td>
<td>442, 443</td>
</tr>
<tr>
<td>Chemical Thermodynamics</td>
<td>444</td>
</tr>
<tr>
<td>Statistical Mechanics</td>
<td>445</td>
</tr>
<tr>
<td>Chemical Kinetics</td>
<td>446</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>461, 462, 463</td>
</tr>
<tr>
<td>Research Instruments (CH 470)</td>
<td>6-12</td>
</tr>
<tr>
<td>Introduction to Geochemistry (GEOL 470)</td>
<td>12</td>
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<tr>
<td>Thermodynamic Geochemistry (GEOL 471)</td>
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<tr>
<td>Aquatic Geochemistry (GEOL 472)</td>
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**Sophomore Year**

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<th>Requirement</th>
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<tr>
<td>Advanced General Chemistry (CH)</td>
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<tr>
<td>General Chemistry (CH)</td>
<td>224, 225, 226</td>
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<tr>
<td>Advanced Chemistry (CH 237)</td>
<td>227, 228, 229</td>
</tr>
<tr>
<td>Quantitative Analysis (CH 238, 239)</td>
<td>6</td>
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<tr>
<td>Calculus III (MATH)</td>
<td>251, 252, 253</td>
</tr>
<tr>
<td>College Composition II (WR 122, 123)</td>
<td>12</td>
</tr>
<tr>
<td>Electives (three courses)</td>
<td>9-12</td>
</tr>
<tr>
<td>Introduction to Numerical Computation with FORTRAN (CIS 133)</td>
<td>3-4</td>
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**Senior Year**

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<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Chemistry (CH 411, 412, 413)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Chemistry Laboratory (CH 417, 418, 419)</td>
<td>12</td>
</tr>
<tr>
<td>Introductory to Differential Equations (MATH 256)</td>
<td>4</td>
</tr>
<tr>
<td>Several-Variable Calculus II (MATH 281)</td>
<td>4</td>
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<tr>
<td>Foreign language or elective</td>
<td>12</td>
</tr>
<tr>
<td>Electives</td>
<td>9-12</td>
</tr>
</tbody>
</table>

**Biochemistry Option**

Many undergraduate students who are interested in advanced study in 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 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 directed to biology or biochemistry 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 should investigate the need for a physics laboratory course that is not included in this curriculum. If they seek American Chemical Society certification, they will register in Physics Laboratory (PHYS 204, 205, 206), Introductory Analysis (CH 401), Inorganic Chemistry (CH 431), Advanced Organic-Inorganic Synthesis (CH 433), and Biochemistry (CH 434), including a written report, to be taken in addition to the requirements cited.
Biochemistry-Option

Requirements 85-90 credits

Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223) 12

General Chemistry Laboratory (CH 227, 228, 229) 9

Organic Chemistry (III, IIII) (CH 331, 335, 339) 12

Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339) or comparable lower-division sequence 10

Physics (CH 411, 412, 413) 12

Physical Chemistry Laboratory (CH 417, 418, 419) (choose two) 8

Electives 9-18

Related Science Requirements 47 credits

Calculus (III, IIII) (MATH 251, 252, 253) 12

Introduction to Differential Equations (MATH 256) 4

General Physics (PHYS 201, 202, 203) 12

Genetics and Evolution (BI 220) with laboratory (BI 225) 4

Molecular Biology, Cellular Biochemistry, Cellular Physiology (BI 221, 222, 223) with laboratories (BI 226, 227, 228) 13

Advanced Electives (three courses) 10-15 credits

Research (CH 401) minimum of 6

Introductory General Chemistry (CH 221, 222, 223) or General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) 18

College Composition II (WR 121, 125) 6

Genetics and Evolution (BI 220) with laboratory (BI 225) 4

Calculus (III, IIII) (MATH 251, 252, 253) 12

Electives 12

Sophomore Year 49 credits

General Physics (PHYS 201, 202, 203) 12

Molecular Biology, Cellular Biochemistry, Cellular Physiology (BI 221, 222, 223) with laboratories (BI 226, 227, 228) 15

Organic Chemistry III, IIII (CH 331, 335, 339) or comparable lower-division sequence 12

Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339) 10

Junior Year 35 credits

Introduction to Differential Equations (MATH 256) 4

Physical Chemistry (CH 411, 412, 413) 12

Biochemistry (CH 461, 462, 463) 12

Biochemistry Laboratory (CH 467, 469) 4

Electives 3

Senior Year 26-38 credits

Research (CH 401) or advanced electives (three courses) 9-12

Physical Chemistry Laboratory (CH 417, 418, 419) (choose two) 8

Electives 9-18

Minor Requirements

A minor in chemistry may be designed from course work in general chemistry, including the laboratory sequence, and at least four additional courses. Six possible 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. Credit for Seminar (CH 407), Reading and Conference (CH 405), and laboratory projects (CH 409) may not be applied as required course work for the minor.

Biochemistry Option: General chemistry with laboratories plus CH 351, 353, 461, 462, 465.

Inorganic Chemistry Option: General chemistry with laboratories plus CH 411, 412, 413, 431.

Organic Chemistry Option: General chemistry with laboratories plus CH 331, 335, 336, 337, 338.

Organic Chemistry-Biochemistry Option: General chemistry with laboratories plus CH 331, CH 332 or CH 335; CH 337, 338, 461.

Physical Chemistry Option: General chemistry with laboratories plus CH 331, 411, 412, 413.

Analytical-Physical Chemistry Option: General chemistry with laboratories plus CH 411, 412, 413, 429.

Academic Minors for Chemistry Majors

A carefully chosen minor can complement and enhance undergraduate study in chemistry. Chemistry majors are encouraged to consider an academic minor in one of the following disciplines: biology, business administration, computer and information science, economics, environmental studies, geological sciences, mathematics, or physics.

Secondary School Teaching

Although the University of Oregon does not offer professional preparation of science teachers, an academic major in chemistry provides a strong subject-matter background for entry into a secondary teacher-education program. Students interested in teaching early-career may obtain information about teacher education from the Office of Academic Advising and Student Services, 164 Oregan Hall.

GRADUATE STUDIES

Graduate work in chemistry is a research-oriented Ph.D. program with options in organic chemistry, organometallic metal chemistry, inorganic chemistry, physical chemistry, materials science, biochemistry, chemical physics, molecular or cellular biology, and neurochemistry. Master of science (M.S.) and master of arts (M.A.) degrees are also offered.

A 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 laboratories. The programs of interest to chemically oriented scientists include the Institute of Molecular Biology, the Institute of Theoretical Science, the Chemical Physics Institute, the Materials Science Institute, and the programs 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 usually include an annual stipend of $13,400, plus tuition waiver, for the calendar year including summer research. During 1994-95, research projects in the Department of Chemistry were sponsored by: Acha Pharmaceuticals, Air Force Office of Scientific Research, American Cancer Society, American Chemical Society, American Heart Association, Childs Foundation, Damon Runyon-Walter Winchell Cancer Fund, Department of Energy, Eli Lilly & Co., Fuji Silicia, Hitachi Chemical Co., Howard Hughes Medical Institute, Lucile P. Markey Foundation, MacArthur Foundation, Materials Research Corporation, Medical Research Foundation of Oregon, Murdoch Foundation, National Institutes of Health, National Science Foundation, Office of Naval Research, Research Corporation, Searle Foundation, and Tektronix, Inc.

An illustrated brochure, University of Oregon: Bachelor Programs in Chemistry, is available from the department on request. The booklet presents complete details on 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 about admission 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 has been greatly strengthened by the Institute of Molecular Biology and the programs in cell biology. Eight members of the chemistry department are affiliated with these programs. Entering graduate students are in an excellent position to take advantage of the molecular-oriented avenues to the study of biological problems.

One group is investigating the secretory pathway in yeast, using mutants to analyze the steps involved in intracellular transport of proteins. Various aspects of regulation of transcription in yeast, plants, and animals are under investigation in several laboratories. Other groups are studying the control of cell movement (chemotaxis) in bacteria and signal transduction mechanisms in yeast and higher organisms. 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 proteins, recombination, and transcription with nucleic acids is currently of great interest. This work involves crystallography and computer graphics studies, thermodynamic binding studies, and genetic analysis. The general problem of the nature of the forces that determine protein structure is approached from both structural and energetic points of view; it includes the use of mutant to probe specific contributions to overall stability.

Another area of general interest is the nature of the excited electronic states of biomolecular components. This includes the use of the optical properties of biopolymers, such as their circular dichroism, as a probe of their conformational states; 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 structures, properties, and structure-property relationships of condensed phase materials. It is by nature interdisciplinary, combining expertise from the basic fields of chemistry, physics, geology, 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 bulk crystalline solids but also includes low-dimensional materials such as thin solid films or nanowires as well as amorphous solids and some aspects of liquids. Much of the excitement of the research in this area derives from the discovery and the 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 at the University of Oregon. Members of the institute are active in the study of the structure, reactivity, and thermodynamics of materials in addition to the characterization of their electronic, magnetic, and optical properties. The chemistry and physics departments are currently the dominant participants in the program. A variety of courses and seminars on topics involving materials science are available to foster the educational and research aspects of materials science. The list of active research topics includes the application of novel synthetic strategies toward the preparation of desirable phases (including the use of thiol-capped superlattice composites), self-assembly, and electron beam lithography, ultra-high-vacuum surface science, laser-induced dynamics at surfaces, nonlinear optics of interfaces, characterization of electronic materials and devices, studies on the properties of amorphous and glassy materials, quantum site effects and fundamental limits of microelectronic devices, scanning force microscopy, and electron microscopy of nanomaterials. Sharing of facilities and expertise among the various research groups is an important and valued aspect of the institute. Collaboration between institute members and industrial and national research laboratories is an important dimension of the program.

**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 area 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 research. 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 classroom instruction.

Organic-inorganic researchers have direct access to state-of-the-art instrumentation in the shared organic-inorganic instrumentation facility adjacent to the research laboratories. Most faculty members in this area have multiple research interests and expertise. Collaboration with researchers working in many materials science, biochemistry, and medicinal chemistry enhances the program.

**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 enriching 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 Chemistry, the Materials Science Institute, and the biophysical chemistry program discussed earlier.

Using sophisticated experimental and theoretical techniques, the research groups of this program investigate the structure and dynamics 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 methods from dynamical systems theory 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 molecules to macromolecular 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 laser groups to understand electron correlation effects in atoms and molecules. Nonlinear dynamics techniques are used for dynamical analysis of highly excited chaotic molecular systems.

The close interactions of physical chemists in the Institute of Theoretical Science, the Chemical Physics Institute, and the Materials Science Institute provide students in this area with 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; highly excited vibrational states and energy flow processes in molecules; 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 Science and Society (4,4) Applying chemical concepts to societal aspects of environmental concerns for air and water quality, herbicides, pesticides, mineral processing, and nuclear energy sources, and the greenhouse effect; chemical concepts of acids and bases, polymers, detergents, and cosmetics; biochemistry of food and energy production, nutrition, drugs and pharmaceuticals, and disease. Lecture, demonstration, sequence. Prereq: 101 or 102. CH 101 or high school chemistry or one year of college chemistry.

196 Field Studies [Topical] (1–2R)
198 Workshop [Topical] (1–2R)
199 Special Studies [Topical] (1–5R) R when topic changes.

211, 212, 213 Introductory General Chemistry (4,4,4) First-year university chemistry: atomic and molecular structure, equilibrium, atomic and chemical properties, and the chemical reactions of the elements. Pre- or coreq: MATH 95, 111, or 112. Concurrent CH 227, 228, 229 recommended. For
students without extensive chemical or mathematical backgrounds. Students cannot receive credit for only one of the following sequences: CH 211–213 or 221–223 or 224–226.

221, 222, 223 General Chemistry (4,4) First-year university chemistry: atomic and molecular structure, equilibrium, dynamics, physical properties, and the chemical reactions of the elements. Prereq: high school chemistry; coreq: MATH 111, 112 or equivalents. Concurrent calculus recommended. Lectures. Students cannot receive credit for only one of the following sequences: CH 211–213 or 221–223 or 224–226.

224, 225, 226 (H) Honors General Chemistry (4,4,4) First-year university chemistry: atomic and molecular structure, equilibrium, dynamics, physical properties, and an introduction to quantum chemistry. Pre- or coreq: calculus. Coreq: CH 227, 228, 229. Lectures. For science majors and Clark Honors College students. Students cannot receive credit for only one of the following sequences: CH 221–223 or 224–226.

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, volatile cells, exercises in kinetics and inorganic chemistry. Pre- or coreq: CH 221, 212, 213 or CH 221, 222, 223 or instructor’s consent. Laboratory. Lecture. Laboratory.

257 Advanced General Chemistry Laboratory (2) Experiments in chemistry with emphasis on the separation and identification of chemicals and analytes by various methods. Coreq: CH 224 or instructor’s consent. Laboratories, lecture. Limited to selected students: primarily for prospective chemistry and science majors and for Clark Honors College students.

258, 259 Quantitative Analysis (2,2) The quantitative estimation of selected macroscopic and trace elements through gravimetric, volumetric, and instrumental techniques. Coreq for 258: CH 225, coreq for 259: CH 226; or instructor’s consent. Laboratories, lecture. Primarily for prospective chemistry and other science majors and for Clark Honors College students.

331 Organic Chemistry I (4) Structure, properties, and bonding of organic molecules. Prereq: CH 213 or 225 or 226H. Concurrent CH 337 recommended.

332 Organic Chemistry of Biological Molecules (4) Organic chemistry of the major classes of biomolecules (carbohydrates, lipids, amino acids, proteins, nucleic acids) with a focus on biological aspects. Prereq: CH 331. Concurrent CH 338 recommended. For biology majors and students in prehealth sciences, environmental sciences, and programs that do not require a full-year sequence in organic chemistry. Students cannot receive credit for both CH 332 and 336.


336 Organic Chemistry III (4) Organic chemistry of biomolecules with a focus on chemical aspects. Prereq: CH 335. Concurrent CH 339 recommended. For chemistry majors, premedical and predental students. Students cannot receive credit for both CH 332 and 336.

337, 338 Organic Chemistry Laboratory (3,3) Principles and techniques of laboratory practice in organic chemistry. Prereq: CH 229 or 239 pre- or coreq: CH 331, 332 or CH 331, 335. Lecture, laboratory.

339 Organic Analysis (4) Qualitative analysis and structure determination of unknowns. Pre- or coreq: CH 337, 338 and CH 331, 335, 336 or equivalents or instructor’s consent. Laboratory, lecture. For chemistry majors and others who require a year of organic laboratory.

339 Special Studies: [Topic] (1–5R)

403 Research: [Topic] (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.

409 Reading and Conference: [Topic] (1–21R)

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) P/N only. Biochemistry seminar for undergraduates who have completed or are enrolled in CH 401, 402, 403. No grade credit.

408/508 Workshop: [Topic] (1–21R)

409 Special Laboratory Problems (1–21R) Nonresearch-oriented laboratory instruction; laboratory work covered in other courses is not duplicated. Prereq: instructor’s consent.

410/510 Experimental Course: [Topic] (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 major; 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. Prereq: PHYS 204, 205, 206; pre- or coreq: CH 411/511, 412/512, 413/513. Laboratories, discussions.

429 Instrumental Analysis (4–5) Use of instrumental methods for quantitative determinations of unknown chemical samples. Prereq: CH 417 or instructor’s consent. Lecture, laboratory.

431/531, 432/532, 433/533 Inorganic Chemistry (4,4,4) 431/531: Introduction to chemical bonding and group theory for molecular symmetry. Multielectron approximations, electron pair magnetic resonance (EPR), and crystal field theory of transition metal compounds. 432/532, 433/533: Structures, reactions, and reaction mechanisms of coordination complexes, solid state materials, and bioinorganic molecules. Prereq: CH 413/513 or concurrent CH 411/511 recommended.


443/541 Quantum Chemistry (4) The principles of wave-independent quantum mechanics and their application to model atomic and molecular systems. Prereq: CH 413/513 or equivalent. CH 412/512, 443/543 Quantum Chemistry and Spectroscopy (4,4) CH 442/542: molecular structure, perturbation theory, time-dependent quantum mechanics, theory of spectra, selection rules. 443/543: experimental spectra of atomic and molecular systems and surfaces. Prereq: CH 413/513 or equivalent.

444/544 Chemical Thermodynamics (4) The laws of thermodynamics and their applications, including those to nonideal chemical systems. Prereq: CH 413/513 or equivalent.

445/545 Statistical Mechanics (4) 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 [Topic] (4R) Description and interpretation of the time evolution of chemical systems. Prereq: CH 413/513 or equivalent.

461/561 Biochemistry (4) Structure and function of macromolecules. Prereq: CH 332 or 335 or equivalent. Prior exposure to calculus and physical chemistry recommended.

462/562 Biochemistry (4) Metabolism and metabolic control processes. Energy and sensory transduction mechanisms. Prereq: CH 463/561 or instructor’s consent.

463/563 Biochemistry (4) Mechanisms and regulation of nuclear acid and protein biosynthesis. Other current topics in biochemical genetics. Prereq: CH 462/562 or instructor’s consent.

467/576 Biochemistry Laboratory (4) Methods of modern molecular biology and protein purification. Two laboratory sessions, two lectures a week. Prereq: instructor’s consent.

470/575 Research Instruments: [Topic] (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: [Topic] (1–160) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–160) P/N only

606 Reading and Conference: [Topic] (1–16R)

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Seminars offered in biochemistry, chemical physics, materials science, molecular biology, neuroscience, organic-inorganic chemistry, and physical chemistry.

608 Workshop: [Topic] (1–16R)

609 Terminal Project (1–16R)

610 Experimental Course: [Topic] (1–5R)

613 Organic-Inorganic Chemistry: [Topic] (1–4R) Topics include catalysis, surface chemistry, organometallic chemistry, free radical chemistry, natural products, biocatalysis, materials science, photochemistry, bioinorganic-organic chemistry, synthetic methods, electrochemistry. R when topic changes.

614 Physical Chemistry: [Topic] (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.
CLASSICS

307 Prince Lucien Campbell Hall
Telephone (503) 346-1069
John Nicols, Department Head

FACULTY

Emeritus
Frederick M. Coubaluck, professor emeritus, B.A., 1928, Stanford, Ph.D., 1936, California, Berkeley. (1937)

Classics Major Requirements
52 credits
Greek courses beyond the first-year level, selected from GGRK 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses; GGRK 411

Ancient Greek (HIST 412)

Three upper-division Greek or Latin courses beyond the first year or courses in translation or from related departments. A list of approved courses is available from the department.

Latin in preparation, students must complete one year of college Latin (LAT 191, 192, 193) or demonstrate proficiency at the introductory level. For the major, students must complete the following:

Latin Major Requirements
52 credits
Latin courses beyond the first-year level, selected from LAT 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses; LAT 411

Ancient Rome (HIST 414)

Three upper-division Latin or Greek courses beyond the first year, or courses in translation or from related departments. A list of approved courses is available from the department.

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.

In preparation, students must complete one year of college Latin (LAT 191, 192) or demonstrate proficiency at the introductory level. For the major, students must complete the following:

Greek Major Requirements
52 credits
Greek courses beyond the first-year level, selected from GGRK 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses; GGRK 411

Ancient Greece (HIST 412)

Three upper-division Greek or Latin courses beyond the first year, or courses in translation or from related departments. A list of approved courses is available from the department.

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.

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. 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.

By 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 ideas of the classical world and its influence on the languages 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.

FACULTY

John Sica, Department Head

Mary P. Lowell, assistant professor (Latin)

FACULTY

Classics Major Requirements
52 credits
Latin and Greek courses beyond the first year, with no fewer than 12 credits devoted to either language. Courses selected from LAT 301, 302,
Upper-division Latin or Greek courses, courses in translation, or courses translated into ancient art, religion, or mythology.

Classical Civilization. In preparation, students must demonstrate second-year proficiency in Greek or Latin. Students whose Greek or Latin were 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 used in their high school courses.

For the major, students must complete 44 credits, distributed as follows:

**Classical Civilization Major Requirements**

**44 credits**

Ancient Greece (HIST 412) and Ancient Rome (HIST 414).................................. 8

Two courses in classical literature in translation, e.g., CLAS 201, 302, 303, 304 or with department head’s consent, HUM 201 ............................................. 8

Two courses in ancient art, selected from ARH 322, 323, 422, 423, 424 .................................. 8

Chosen in consultation with a classics department advisor, electives in Greek (GRK), Latin (LAT), classics (CLAS), or relevant courses in art history (ARH), English (ENG), history (HIST), philosophy (PHIL), religious studies (REL) ........................................... 20

**Minor Requirements**

Greek. The minor in Greek requires 24 credits distributed as follows:

8 credits in 400-level courses in Greek (GRK)

16 upper-division credits in related courses in classics (CLAS), history (HIST), Latin (LAT), art history (ARH), English (ENG), philosophy (PHIL), religious studies (REL)

Students must have a grade point average of 2.50 or higher in courses applied to the minor. At least 15 credits must be earned at the University of Oregon.

Latin. The minor in Latin requires 24 credits distributed as follows:

8 credits in 400-level courses in Latin

16 upper-division credits in related courses in classics (CLAS), history (HIST), Greek (GRK), art history (ARH), English (ENG), philosophy (PHIL), religious studies (REL)

Students must have a grade point average of 2.50 or higher in courses applied to the minor. At least 15 credits must be earned at the University of Oregon.

**Secondary School Teaching**

The Department of Classics offers work for preparation to teach Latin in Oregon public secondary schools. Licensure 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 Office of Academic Advising and Student Services, 164 Oregon Hall.

**Graduate Studies**

The Department of Classics offers the master of arts (M.A.) degree in classics with an option in Latin, Greek, or classics (Greek and Latin). The degree may be earned with thesis or without a comprehensive examination.

The option in Greek or Latin is earned with a concentration in one of the classical languages, but students concentrating in one language typically 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 advisors, 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; it should reflect classics in part the student’s specialized interests or helps to prepare the student for a field of specialization related to the classics.

**Admission**

Procedures for admission to the graduate program in classics include the following:

1. A completed Graduate Admission Application
2. Transcripts of all college work
3. Three letters of recommendation
4. Scores on the verbal and quantitative sections of the Graduate Record Examinations (GRE)
5. Test of English as a Foreign Language (TOEFL) scores are required for international students
6. A statement of written work and a statement of academic purpose

A number of graduate awards in the form of graduate teaching fellowships are available each year for entering graduate students.

**Master of Arts Degree Requirements**

1. Complete at least 45 credits of graduate course work, which must include one Seminar (ARH, HIST, GRK, LAT, or CLAS 507)
2. Complete surveys of Greek history (HIST 532) and Roman history (HIST 514). 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 plans for completing the master of arts degree in classics with specialization in Greek, Latin, or both:

   **Plan 1:** Write a thesis in one of the fields mentioned above. Up to 9 credits of Thesis 503 may be counted toward the 35-credit minimum

   **Plan 2:** Pass a comprehensive examination in three parts: translation, textual interpretation, and culture. The candidate must, in consultation with his or her advisor, define a reading list for the translation part of the examination. Additional information may be obtained from the classics department and is included with any letter of admission.

**Interdisciplinary Program in Classical Civilization**

The Department of Classics administers an interdisciplinary minor 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
ABOUT THE PROGRAM

The University of Oregon offers major programs in comparative literature leading to the bachelor of arts (B.A.), master of arts (M.A.), and doctor of philosophy (Ph.D.) degrees. Comparative literature is perhaps the central discipline of the humanities, a field of and for our times. Closely allied with literary and critical theory, philosophy, history, and cultural studies, comparative literature treats its own subject matter by the ways in which it approaches texts. Where the national literatures designate their subjects by language or geography, comparative literature allows a pluralistic, speculative approach to any material that can be considered to be—or in influence—literature.

Oregon's graduate program, established in 1962, has an international reputation. It is the home of the principal journal in the field, Comparative Literature, and the leading national organization, the American Comparative Literature Association.

Every year the program invites several distinguished scholars to deliver lectures and discuss their work with faculty members and students. Recent visitors include Roy Chow, Terry Eagleton, Jean Franco, Wolfgang Iser, Frederic Jameson, Hans Robert Jauss, Gregory Kudirka, Christopher Morris, Marcus Prior, Ramón Saldívar, Henry M. Sayre, Gayatri Spivak, Nancy J. Vickers, and Hayden White.

Library holdings are strong in all areas of research in literature. They include an outstanding collection of journals, many of which come to the library in exchange for Comparative Literature.

UNDERGRADUATE PROGRAM

The undergraduate program offers a unique major that cuts across disciplines, teaches critical skills, and provides an intellectually challenging curriculum while preparing students for a broad range of career possibilities in the media, law, government, business, or teaching. Students with a good background in one or more foreign languages find that the program gives them the opportunity to study literature and related cultural productions, including canonical and emerging writings, in a variety of historical and theoretical perspectives.

The program provides maximum flexibility for developing an individual major. Working with the undergraduate coordinator or an advisor, the student works out a plan of study suited to her or his individual interests within the broad parameters of the two concentration areas described below. Two honors options are described later in this section.

The undergraduate program has two concentration areas, either of which may be chosen by a student at the time he or she declares the major. Critical theory and cultural studies offers a theoretical approach to literature in its various cultural contexts. Comparative literary studies emphasizes the historical study of literature, with a transnational, cross-cultural focus on authors, periods, genres, and texts. Students in each concentration area become familiar with the fundamental methods and issues of the other—a number of courses may be applied to both—but they place a clear emphasis on either theoretical or historical study.

Major Requirements

Majors must satisfy the university language requirement for the B.A. degree and complete the following courses:

- Literature, Language, Culture (COLT 101)
- Two terms of Courses in Cultural Perspective (COLT 201, 202, 203)

Approaches to Comparative Literature (COLT 301)

Concentration Areas

After completing introductory course work, majors select a concentration area.

Concentration in Critical Theory and Cultural Studies. Two approved 300- or 400-level courses that are interpretive studies of documents and/or traditions of culture.

Concentration in Comparative Literary Studies. Completion of three years of a foreign language or the equivalent and two upper-division literature courses. In addition to requirements specific to the concentration areas listed above, majors select appropriate courses from the following categories: Theories and Methods. Two 300- or 400-level courses—selected from a list approved by the program—that explore fundamental problems in critical theory and methods. Focus. Two approved, closely related 300- or 400-level courses that concentrate on a particular literary or cultural form, issue, or problem.

Literature. Two upper-division courses in the student's designated foreign literature, read in the original language, or a combination of appropriate courses in foreign literature and comparative literature courses that include that literature. In the case of the latter, arrangements must be made to do relevant reading in the original language to the extent possible.

Electives. Two approved upper-division elective courses.

Upper-Division Courses. At least four upper-division courses beyond COLT 301 must be COLT or COLT cross-listed courses.

HONORS IN COMPARATIVE LITERATURE

Majors may request approval to pursue one of the two honors options.

Second Foreign Literature Honors. Completion of three upper-division courses in a second foreign literature, read in the original language.

Senior Thesis Honors. Successful completion and presentation (by the end of the senior year) of an essay written under the direction of a comparative literature faculty member and a second faculty reader. Students choosing this option enroll for two terms of Thesis (COLT 403).

GRADUATE PROGRAM

The university offers a program of graduate study in comparative literature leading to the master of arts (M.A.) and doctor of philosophy (Ph.D.) degrees. Candidates for admission typically have an undergraduate major in one literature and competence in two of the following languages: Chinese, Danish, French, German, Greek, Italian, Japanese, Latin, Norwegian, Russian, Spanish, Swedish. Under special circumstances, arrangements...
may be made with the program director to study other literatures.

Master of Arts Degree

Before receiving the M.A. degree, the candidate must demonstrate competence in two languages, in addition to English, by completing graduate-level literature courses in the languages. The student's course program typically contains five graduate-level comparative literature courses including Graduate Studies in Comparative Literature (COLT 618). Candidates must qualify in three fields (periodic genres, or special 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 a 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)

101 Literature, Language, Culture (4) Introduction to the international study of literature in its historical, linguistic, and cultural contexts of production and reception. Hokanson
198 Workshop: [Topic] (1-2R)
199 Special Studies: [Topic] (1-5R)
201, 202, 203 Genres in Cultural Perspective (4,4,4) A comparative approach to the major works and genres of Western literature.
301 Approaches to Comparative Literature (4) Introduction to methods in comparative literature and practical literary criticism. Wolfe
350 Comparative Literature: [Topic] (4R) Topics for 1995-96 include: Love and Aesthetics in Antiquity and After; Travel Literature: Occident and Orient; Literature, Place, and the French Provinces: Bowditch, Hokanson, Shankman. When topic changes.
399 Special Studies: [Topic] (1-5R)
401 Research: [Topic] (1-21R)
403 Thesis (1-21R)
405 Reading and Conference: [Topic] (1-21R)
408/508 Workshop: [Topic] (1-21R)
423/523 Early Modern Prose Fiction (4) Uses historical and contemporary narrative theory to chart a critically unarticulated episode in early modern European literature: the emergence of vernacular prose fiction before the novel. Greene.
432/532 Medieval Lyric to Petrarch (4) Examines, in whole or in significant part, the corpus of representative poets of the medieval tradition in several national literatures. Paski. Offered alternate years; not offered 1995-96.
433/533 Early Modern Lyric (4) Examines European and American poetry after Petrarch, from 1500 to 1700, with attention to generic innovation, differentiation of modes and styles, emerging theories of lyric, and social contexts. Greene. Offered alternate years; not offered 1995-96.
473/573 New World Postodes (6) Sixteenth-century European discourse about the Americas and responses to it by the first generations of colonial, criollo, and mestizo writers. Particular attention to race, institution, and nation. Greene. Offered alternate years; not offered 1995-96.
474/574 Culture and Identity in the Americas (4) The formation of American cultural, racial, and national identity from Whitman and Mark to Gissing, Tropisíla, and Amoldau. Greene. Offered alternate years; not offered 1995-96.
475/575 Nation and Resistance (4) Explores how people of four continents have used language, literature, and film to resist imperialism, neocolonialism, racism, sexism, and other forms of group oppression. Wolfe. Not offered 1995-96.
506 Thesis (1-16R) P/N only
601 Research: [Topic] (1-16R) P/N only
603 Dissertation (1-16R) P/N only
605 Reading and Conference: [Topic] (1-16R)
607 Seminar: [Topic] (1-5R) Recent topics include: Adorno, Don Quixote in European Literature, Manmesser. Not offered 1995-96.
608 Colloquium: [Topic] (1-16R) Recent topics include: Faulkner, Contemporary Science and Literary Theory, The Frankfurt School, Global Cultural Studies.
610 Experimental Course: [Topic] (1-5R) Topics for 1995-96 include Marlowe, Shakespeare, the Unknown, the unknown. Greene. Not offered 1995-96.
611, 615 Graduate Studies in Comparative Literature (5,5,613) Overview of the state of the discipline. Treats historical and theoretical developments in literary studies including philology and cultural studies, reconsider the place of comparative literature in a global, pluralistic curricular. 615 survey of contemporary literary theory. 616: problems and methods in practical criticism. Greene. 615, 616 not offered 1995-96.

COMPUTER AND INFORMATION SCIENCE

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Zary Segall, Department Head

FACULTY

Zena M. Arielo, Assistant professor (programming languages).
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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:

- theoretical computer science (computational complexity, models of computation, algorithm design)
- computer architecture
- operating systems, parallel processing, distributed systems, performance evaluation
- graphics
- software engineering
- database systems
- programming languages and compilers
- artificial intelligence (natural language processing, expert systems, human interfaces, vision)

In addition, the department offers an undergraduate minor and a selection of service courses for students who want introductory exposure to computers and computer applications. The computer science programs at the university are continuously 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 science facility, which opened in 1986, hosts faculty and graduate student offices and extensive laboratory space for research and instruction.

Departmental facilities include an instructional laboratory with Sun SPARC workstations, Tektronix TekXpress X-terminals, and Macintoshes. A Real World Interfaces 8/2 mobile robot that has recently been acquired for student robotics projects. Research laboratories operate a variety of UNIX workstations (Sun 4s, SGI Indy workstations, and HP9000/735s), Tektronix TekXpress X-terminals, and Macintoshes. Workstations are supported by two-processor SPARC central servers and several laser printers.

Individual laboratories maintain specialized equipment. The Knowledge-Base Interface Laboratory has a collection of video equipment: The Computational Vision Laboratory has SGI equipment and additional video and stereoscopic displays. The Computer Graphics Laboratory uses HP Apollo 7210 CTX-24/7, HP Apollo 725 CRX 48/2, and HP Apollo 425 Turbo VRX72. The Parallel Processing and Visualization Laboratory has two 8-processor SGI Power Challenge, 6-processor SGI Power Onyx, four Indy workstations, two IBM RS6000s, and 4096 Processor Maspar.

The department network is primarily a switched 10-Base-T network, but ATM is also supported at 155Mbits over OC3. The ATM network is part of the statewide NERO (Network for Education and Research in Oregon), which connects five institutions in Oregon with 155Mbits ATM.

CAREERS

The CIS undergraduate program is designed to prepare students for professional careers or for graduate studies. Students with a B.A. or 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 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 strong high school mathematics background typically 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, they 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 seven 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, 52 credits, of which 24 must be completed in residence at the University of Oregon. The program for majors begins with Computer Science I (CIS 210, 211, 212). These courses and laboratories introduce students to the principles of computation and the fundamental concepts of hardware and software. In addition, students receive training in the techniques and tools needed for advanced courses. The following courses are also required: Introduction to Data Structures (CIS 315), Computer Organization (CIS 314), Introduction to Algorithms (CIS 315), Operating Systems (CIS 415), Software Methodology I (CIS 422), and Principles of Programming Languages (CIS 425). The additional 16 upper-division elective credits allow students to explore areas beyond the core courses and to probe into areas of particular interest.

Mathematics. 30 credits including Elements of Discrete Mathematics I (MATH 231, 232, 233), Calculus III (MATH 251, 252, 253), and 6 credits in upper-division mathematics courses approved by a CIS adviser. With the approval of a CIS adviser, students may substitute Mathematical Structures II (MATH 271, 272) and a course in probability or statistics for MATH 231, 232, 233.

Writing. In addition to the two terms of writing required of all undergraduate majors, the Department of Computer and Information Science requires a third course: either Scientific and Technical Writing (WR 320) or Business Communications (WR 321).

Science. The requirement is 12 credits selected from one of the following four options:

1. General Physics with Calculus (PHYS 211, 212, 213) or General Physics (PHYS 201, 202, 203). Although only 12 credits in general physics are required, students are encouraged to complete the accompanying laboratory courses as well.
2. Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223).
3. General Biology I-Cells (BI 101), General Biology II-Organisms (BI 102), and General Biology III-Populations (BI 103).
4. 12 credits in psychology courses at the 200 level or above, of which at least 8 must be from the experimental and physiological fields (PSY 430-450).

Related Concentration for CIS Majors. CIS majors are required to complete a 12-credit concentration in a field related to computing. More information is available in the department office.

Major Verification. CIS majors must file a Major Verification Form with the CIS department after completing CIS 212 and before registering for CIS 315. Enrollment in some 400-level courses requires that this form be on file. The student must consult an adviser at the time the form is filed.

Program for Majors

A student may meet university and departmental requirements by taking courses according to the following sample program. Individual programs may vary according to each student's preparation, interests, and needs; students should consult an academic adviser for assistance in designing a program that achieves both breadth and depth.

Grading Policies. CIS core courses—CIS 210, 212, 315-315, 415, 422, and 425—and core courses in mathematics—Calculus I, II, III (MATH 251, 252, 253) and Elements of Discrete Mathematics (MATH 231, 232, 233) or Mathematical
Structure I (MATH 271, 272)—must be passed with letter grades of C- or better. Other courses required for the degree and the 16 upper-division 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 core. The petition must include support from the instructor who gave the low grade. Consultation with the student’s advisor 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 42-48 credits
Calcium II (MATH 251, 252, 253) 12
Science group-satisfying courses 12
College Composition II or III (WR121, WR122 or 123) 6
Social science group-satisfying courses 9-12
Electives 9-12
Total 42-48

Enrollment freshmen with advanced placement credit and experience with programming may be interested in an alternate program in which they take Introduction to Computer Science I, II, III (CIS 210, 211, 212) as well as Elements of Discrete Mathematics (MATH 231, 232, 233) during their freshman year. More information is available in the Department of Computer and Information Science.

Sophomore Year 40-48 credits
Introduction to Computer Science I, II, III (CIS 210, 211, 212) 12
Elements of Discrete Mathematics (MATH 231, 232, 233) 12
Arts and letters group-satisfying courses 9-12
Lower-division courses in related concentration 3-4
Electives 4-6
Total 40-48

Junior Year 41-50 credits
Introduction to Data Structures (CIS 313), Computer Organization (CIS 314), Introduction to Algorithms (CIS 315), Software Methodology I (CIS 422), Principles of Programming Languages (CIS 425) 20
Scientific and Technical Writing (WR 320) or Business Communications (WR 321) 4
Upper-division mathematics elective 3-4
Upper-division courses in related concentration 3-12
Arts and letters group-satisfying courses 3-7
Social science group-satisfying courses 3-7
Total 41-50

Senior Year 31-36 credits
Operating Systems (CIS 415) 4
Upper-division CIS electives 16
Upper-division mathematics elective 3-4
Science group-satisfying course 3-4
Electives 4-8
Total 31-36

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. The following seven-term program assumes that related concentration and departmental science requirements have been satisfied.

Sample Program for Transfer Students

First Year 24 credits
Computer Science I, II, III (CIS 210, 211, 212) 12
Elements of Discrete Mathematics I, II, III (MATH 231, 232, 233) 12
Calculus I, II, III (MATH 251, 252, 253) 12

Second Year 34 credits
Introduction to Data Structures (CIS 313), Computer Organization (CIS 314), Introduction to Algorithms (CIS 315), Operating Systems (CIS 415), Software Methodology I (CIS 422), Principles of Programming Languages (CIS 425) 24
Upper-division mathematics electives 6
Scientific and Technical Writing (WR 320) or Business Communications (WR 321) 4

Third Year 16 credits
Upper-division electives in computer science 16

Everyone associated with the discipline recognizes the dynamic nature of computer science. It is likely, then, that occasional curriculum modifications will be necessary. While every effort is made to avoid disruption of the programs of students who are actively pursuing degrees, substitutions and improvements in CIS courses should be anticipated.

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 Data Structures (CIS 313), Computer Organization (CIS 314), and Introduction to Algorithms (CIS 315). To graduate with honors a student must write a thesis under the supervision of a faculty member. 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 24 credits, of which 12 must be in upper-division courses. The following courses are required: Computer Science I, II, III (CIS 210, 211, 212), and Introduction to Data 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 advisor 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.).

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 Examination (GRE) scores, and computer science background. Minimum requirements for admission with graduate master’s status are:

1. Documented knowledge of the following:
   a. Principles of computer organization
   b. Assembly and structured programming languages
   c. Program development and analysis
   d. Data structures and algorithms analysis and design

2. GRE score on the general test is required; the computer science test is recommended, especially for Ph.D. applicants and international students seeking graduate teaching or research assistantships.

3. A score of at least 630 on the Test of English as a Foreign Language (TOEFL) is required for applicants who have not spent at least three years in an English-speaking institution of higher learning. Applicants may be required to study one or more terms at the university’s American English Institute (AEI) or elsewhere before taking any graduate work in the department. International applicants for teaching assistantships must also take the Test of Spoken English (TSE).

Application materials should be submitted by February 1 for admission fall term.

Admission: to the M.S. degree program requires the substantive equivalent of an undergraduate major in computer science. A second bachelor’s degree program can be used to gain the required level of computer science background.

Basic Degree Requirements. The 54-credit M.S. degree program consists of core-area depth and breadth requirements (28 credits) and electives (26 credits).

Core Areas. The graduate curriculum contains five core areas:

1. Theoretical computer science
2. Architecture and operating systems
3. Programming languages
4. Software systems and methodology
5. Artificial intelligence

Each area consists of a series of related courses.

An M.S. candidate must satisfactorily pass the first course in each area and depth with breadth by completing two additional courses (8 credits) in one of these areas.

Electives. Of the 26 elective graduate-level credits, 12 may be taken outside the department in an area closely related to the student’s professional goals. Subject to approval by the student’s advisor, electives include courses in Linguistics, mathematics, physics, and psychology. Electives within the department include:

1. Up to 8 credits in Reading and Conference (CIS 605), with prior approval by the advisor
2. Up to 12 credits in Thesis (CIS 603) or Final Project (CIS 699)
3. Experimental Courses (CIS 510), which are new courses pending permanent approval

Grade Requirements. All 28 core-area credits must be passed with grades of B- or better. Up to 12 of the 26 elective credits may be taken pass/no pass (P/N). 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 the thesis (CIS 503). Thesis research is supervised by a faculty member, who with other faculty members constitute the thesis committee. 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 669).

Supervised by a faculty member, the project may entail a group effort involving several master's degree 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 degree program. At the time of graduation, applicants must have completed Computer Architecture (CIS 425) and must have a 3.0 grade point average in upper-division CIS courses.

Admission procedure. Application to the master's program should be made by February 1 of the graduation year. If the above criteria, including meeting the application deadline, 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 still complete the 28-credit core area for breadth and depth.

Doctoral Degree Program

The doctor of philosophy is 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 science and an ability to do creative research. Each Ph.D. student produces a significant piece of original research, presented in a written dissertation and defended in an oral examination.

The Ph.D. program is structured to facilitate the process of learning how to do research. Students begin by taking required courses to build a foundation of knowledge that is essential for advanced research. Early in the program the student gains research experience by undertaking a directed research project under the close supervision of a faculty member and the scrutiny of a faculty committee. In the later stages of the program, students take fewer courses and spend most of their time exploring their dissertation area in order to learn how to identify and solve open problems. The final steps are to propose an independent research project, do the research, and write and defend a dissertation.

Admission. Application materials should be submitted by February 1 for the following fall term. Materials should include everything that is required for admission to the master's program as well as a discussion of the anticipated research area. All successful applicants are admitted conditionally.

Degree Requirements

1. Breadth Courses. Complete six breadth courses consisting of two each from the core groups of (a) computer architecture, (b) theory, and (c) programming languages, software engineering, and artificial intelligence. These six courses must include CIS 621, 624 and 629. The breadth courses must be passed with grades of mid-B or better, and the cumulative GPA for all six courses must be 3.50 or better. This requirement may be waived for students who have taken these or equivalent courses in another program or at another university.

2. Directed Research Project. Complete a directed research project which is supervised by a faculty member and evaluated by a faculty committee. The research project comprises (a) the definition and expected results of the project in the form of a Directed Research Project Contract, (b) delivery of the materials constituting the results of the project and oral presentation of the results, and (c) a private oral examination by the committee members.

3. Unconditional Status. Successful completion of the six breadth courses and the directed research project leads to a change in the student's doctoral status from conditional to unconditional.

4. Secondary Concentration. Complete a secondary concentration consisting of two additional courses from any one of the three core groups described in the breadth requirement. These courses should be outside the student's research area.

5. Advancement to Candidacy. Choose an area of research and work closely with an adviser to learn the area in depth by surveying the current research and by learning research methods, significant achievements, and how to pose and solve problems. The student gradually assumes more of an independent role and prepares for the oral comprehensive examination, which tests the depth of knowledge in the research area. The graduate education committee appoints the examination committee, typically three members, after considering nominations from the student and the adviser. After an examination the examination committee decides whether the student is ready for independent research work if so, the student is advanced to candidacy.

6. Dissertation and Defense. Identify a significant unsolved research problem and submit a written dissertation proposal to the dissertation committee. The dissertation committee, typically comprising three department members, is appointed by the graduate education committee after considering nominations from the student and the adviser. The dissertation committee, which guides and evaluates the student's progress through completion of the degree, may request an oral presentation similar to the candidacy examination to allow questions and answers about the proposed research. The student then carries out the required research, is writing a dissertation and defending it in a public forum by presenting the research and answering questions about the methods and results. The dissertation committee, augmented by outside members according to university regulations, may accept the dissertation, request small changes, or require the student to make substantial changes and schedule another defense.

7. Teaching Requirement. Complete the teaching requirement typically fulfilled by teaching a one-term course or by serving as a graduate teaching fellow (GTF) for two terms.

8. Graduate School Requirements. Meet all requirements set by the Graduate School, as listed in this section of this bulletin.

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 two areas of research to pursue. The student should also find a faculty member with similar interests to supervise the dissertation.

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 and Centers section of this bulletin.

Computer and Information Science Courses (CIS)

120 Concepts of Computing: Information Processing (4) Introduction to the science of information representation and manipulation. Types of information, information representation, storage, analysis, simulation, programming languages, operating systems, and social issues. Prereq: MATH 111.

121 Concepts of Computing: Computers and Computation (4) Introduces several areas of study in computer science including user interface, logic and control, computer 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, computation, and solution. Programming a computer using the language FORTRAN. Prereq: MATH 111 and a CIS course or equivalent.

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 equivalent. Students cannot receive credit for both CIS 122 and 134.

196 Field Studies: [Topic] (1-2R)

198 Workshop: [Topic] (1-2R)

199 Special Studies in Computer Science: [Topic] (1-5R) Topics vary with the interests and needs of students and faculty members. Typical subjects include programming in various languages and problem solving with microcomputers.

210, 211, 212 Computer Science I, II, III (4, 4, 4) Basic concepts of computer science for majors and others wanting a strong introduction to computer science fundamentals. 210 algorithms and levels of abstraction, 211: software modularity, abstract data types, specification, and implementation, 212: system architecture and design. Sequence. Prereq: four years of high school mathematics or MATH 111 or instructor's consent.

313 Introduction to Data 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. Memory architectures, design of central processing unit and memory, microprogramming, machine-level programming, virtual memory, and semaphores.
Prereq: CIS 212, MATH 231.

315 Introduction to Algorithms (4) Algorithm design, worst-case and average-case behavior analysis, correctness, computational complexity.
Prereq: CIS 313, MATH 233.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-5R)

403 Thesis (1-12R) P/N only

405 Reading and Conference: [Topic] (1-12R)

406 Field Studies: [Topic] (1-2R)

407/507 Seminar: [Topic] (1-50) Opportunity to study in greater depth specific topics arising out of other courses.

408/508 Workshop: [Topic] (1-2R)

409 Supervised Consulting (1-2R) P/N only.
The student assigns the other students who are enrolled in introductory programming classes. For each four hours of scheduled weekly consulting the student is awarded 1 credit.
Prereq: departmental consent. R for maximum of 4 credits.

410/510 Experimental Course: [Topic] (1-5R) New courses are offered under this number the first year or two, before final definition of the courses and pending permanent approval by the University Senate and the State Board of Higher Education.

413/513 Data Structures (4) Second course in information structures; complex structures, storage management, searching and hashing, storage of texts, and information compression.
Prereq: CIS 315 or instructor's consent.

415 Operating Systems (4) Memory management, scheduling, file systems, protection, synchronization, and concurrency.
Prereq: CIS 315 or instructor's consent.

420/520 Automata Theory (4) Provides a mathematical basis for computability and complexity. Models of computation, formal languages, Turing machines, solvability, nondeterminism and complexity classes.
Prereq: CIS 315 or instructor's consent, MATH 233.

422/522 Software Methodology (4) Analysis and structured design specification, system testing. Advanced development environments designed to create awareness of system engineering concepts early. Students team complete three analyses, design, and programming projects. Departmental approval required for seniors. Coreq: CIS 315.

423 Software Methodology II (4) Application of concepts and methodologies covered in CIS 422/522. Students team complete a large system design and programming project. Final system specification, test plan, user documentation, and system walkthroughs required.
Prereq: CIS 422/522.

Prereq: CIS 313.

428 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.

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 319, 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 programs on advanced systems.
Prereq: CIS 313, 314.

445/545 Modeling and Simulation (4) Theoretical foundations and practical problems for the modeling and computer simulation of discrete and continuous systems. Simulation languages, empirical validation, applications in computer science.
Prereq: CIS 314, 315.

Prereq: CIS 315.

461/561 Introduction to Compilers (4) Lexical analysis, parsing, attribution, code generation.
Prereq: CIS 314, 420, 425 or 624.

462/562 Implementation of Programming Languages (4) Advanced topics in compiler construction, storage management, or programming environments.
Prereq: CIS 461/561.

471 Introduction to Artificial Intelligence (4) Theory and specific examples of knowledge-based computer systems. Weak and strong methods of problem solving. Knowledge representations: predicate logic, semantic nets, frames.
Prereq: CIS 315.

Prerequisites to graduate CIS courses are intended as guidelines. Students who are uncertain about eligibility for enrollment in a course are encouraged to consult the instructor.

501 Thesis (1-160) P/N only

601 Research: [Topic] (1-160) P/N only

602 Supervised College Teaching (1-5R)
650 Software Engineering (4) Examines recent models and tools in software engineering including modifications to the traditional software lifecycle model, development environments, and speculative view of the future role of artificial intelligence.


674 Visual Information Processing (4) Computer extraction and identification of objects in visual scenes. Fundamental techniques, current topics, and contemporary systems. Prereq: CIS 671 or 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, episodic, lexical), cognitive context, and discourse assumptions. Prereq: CIS 671.


677 Knowledge-Based Interfaces (4) Examination of research knowledge-based user interface with particular attention to cognitive modeling. Topics include intelligent tutoring systems, natural language interfaces, and expert systems explanation. Prereq: CIS 671.


723, 724, 725 Short Story Writing (4,4,4) Examination of the basic techniques and structure of the short story; extensive analyses of student work and established models. Prereq: CRWR 241 or instructor's consent. Abz-Jaber, Long, Lyons.

731, 732, 733 Poetry Writing (4,4,4) Verse study of various verse forms as media of expression. Analysis of class work. Prereq: CRWR 243 or instructor's consent. Hong, Lau, Long.

401 Research: [Topic] (1-21R)

403 Thesis (1-21R)

408 Writing and Conference: [Topic] (1-21R)

407 Seminar: [Topic] (1-5R)

410 Experimental Course: [Topic] (1-5R)

430, 431, 432 Senior Creative Writing: Fiction (4,4,4) Advanced sequence in short story and poetry. Prereq: CRWR 324, 325, 326 or CRWR 341, 342, 343 or instructor's consent. Abz-Jaber, Hong, Lau, Long, Lyons.

511, 512, 513, 514 Projects in Writing (3,3,3) Advanced instruction and practice in writing short stories, novels, dramas, or nonfiction. Prereq: instructor's consent. R with instructor's consent.

503 Thesis (1-16R) P/N only. Prereq: instructor's consent.

601 Research: [Topic] (1-16R) P/N only

608 Writing and Conference: [Topic] (1-16R) Prereq: instructor's consent.

607 Seminar: [Topic] (1-5R) Selected seminars offered each year. Prereq: instructor's consent. R when topic changes.

630, 631, 632 Graduate Creative Writing: Poetry (6,6,6R) Concentration on student writing in a workshop setting. Prereq: instructor's consent. Hong, Hammer. R once each in a different academic year. Primarily for M.F.A. candidates but open to other graduate students with interest and talent.

631 Literature of Literary Journalism (3) See Journalism and Communication

635, 636, 637 Creative Nonfiction (3,3,3) See Journalism and Communication

640, 641, 642 Graduate Creative Writing: Fiction (6,6,6R) Concentration on student writing of fiction in a workshop setting. Prereq: instructor's consent. Abz-Jaber, Lyons. R once each in a different academic year. Primarily for M.F.A. candidates but open to other graduate students with interest and talent.
EAST ASIAN LANGUAGES AND LITERATURES

308 Friendly Hall
Telephone (503) 346-4005
Alan S. Wolfe, 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 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 complete three 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

Culture-Intensive Option. Forty-seven graded credits are required in courses beyond the second-year level, including 19 credits of upper-division Chinese language courses, Introduction to Chinese (CHN 305, 306), and 16 credits of upper-division East Asian languages and literature courses in Chinese literature or Chinese culture.

Language-Intensive Option. Forty-seven 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), Literary Chinese (CHN 413, 414), and either Modern Chinese Texts (CHN 413) or Literary Chinese Texts (CHN 438).

Japanese

Forty-seven graded credits are required in courses beyond the second-year level, including Third-Year Japanese (JPN 301, 302, 303), Introduction to Japanese Literature (JPN 305, 306), two terms of Fourth-Year Spoken Japanese (JPN 411, 412), two terms of Japanese Reading and Writing (JPN 413, 414, 415), and either the third term of Fourth-Year Spoken Japanese (JPN 413) or the third term of Fourth-Year Reading and Writing Japanese (JPN 416). The remaining credits may be earned in any other upper-division Japanese language or literature course, or in a comparative literature course when the topic is Japanese literature. Students may also use credits earned in Japanese culture courses in other disciplines such as history, religious studies, and area history. Any course for which a grade lower than mid-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 5 passing/no pass (P/N) credits in Thesis (CHN or JPN 403) in addition to meeting the standard major requirements. Transfer work and P/N credits are not included in determining the GPA.

Minor Requirements

Chinese. The minor in Chinese requires completion of three years of Chinese language (CHN 101, 102, 103; CHN 201, 202, 203; CHN 301, 302, 303) and two courses from Introduction to Chinese Literature (CHN 303, 306, 307).

Japanese. The minor in Japanese requires completion of three years of Japanese language (JPN 101, 102, 103; JPN 201, 202, 203; JPN 301, 302, 303) and Introduction to Japanese Literature (JPN 305, 306).

Upper-division language courses must be at the University of Oregon or through an Oregon State System of Higher Education program in Japan. Lower-division courses must be passed with grades of P or C- or better; upper-division courses must be passed with grades of C- or better.

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 enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the Special Sections section of this bulletin.

Secondary School Teaching

Students interested in licensure as an Oregon secondary teacher with a Japanese endorsement may obtain information from the Department of East Asian Languages and Literatures.

GRADUATE STUDIES

The Department of East Asian Languages and Literatures offers programs of study leading to the degrees of master of letters (M.A.) in East Asian languages and literatures with a specialization in Chinese literature, Japanese language and literature, and East Asian studies. For further information, contact the graduate secretary, Department of East Asian Languages and Literatures.

Admission

An applicant for admission to the M.A. program should have completed an undergraduate major in Chinese or Japanese language, literature, or history at a recognized institution. Students with equivalent experience in other disciplines may receive consideration if their background is suitable for graduate study. Applications are accepted only for fall-term admission.

Application Procedure

1. Obtain a Graduate Admission Application from the graduate secretary, Department of East Asian Languages and Literatures.
2. Send the first copy to the university Office of Admissions with a $50 fee, and the remaining copies to the graduate secretary, Department of East Asian Languages and Literatures.
3. Submit or have sent to the graduate secretary, Department of East Asian Languages and Literatures:
   a. Official transcripts of college-level work as of the date of application
   b. A 750-word statement of purpose describing the applicant's academic experience to date, reasons for wanting to do graduate work in the University of Oregon.
   c. The director of graduate study in East Asian Languages and Literatures. If the director is not satisfied with the application, the supporting materials may be returned to the applicant.

                      EAST ASIAN LANGUAGES AND LITERATURES
c. Three letters of recommendation from teachers who can comment personally on the applicant's language competence and aptitude for graduate study
d. Test of English as a Foreign Language (TOEFL) scores of at least 600 for international students
e. GRE test scores for native speakers of English

Priority is given to applicants whose files are complete by March 1. A departmental faculty committee reviews the completed file and notifies the applicant of its decision.

Degree Requirements

Chinese

The M.A. degree with a major in East Asian languages and literatures and a specialization in Chinese literature requires successful completion of a minimum of fifteen graduate-level courses including the following Graduate Studies in Comparative Literature (COLT 614); Issues in Early Chinese Literature (CHN 523); Issues in Medieval Chinese Literature (CHN 524); Issues in Modern Chinese Literature (CHN 525); two graduate courses in literary theory or another literature; Chinese Bibliography (CHN 550); one course in language pedagogy; Asian history, or another field relevant to the student's career objectives; and two additional Chinese seminars.

Inquire at the department office about required courses taught under generic numbers and titles.

Courses include the following: Grad late completion or a minimum of 15 graduate-level languages and literatures and a specialization in East Asian Languages and Literatures at College Level (EALL 560) in the full term of the first and second years of their fellowship appointment.

EAST ASIAN LANGUAGES AND LITERATURES COURSES (EALL)

INDO 101, 102, 103 First-Year Indonesian (5,5,5) See Linguistics
THAI 101, 102, 103 First-Year Thai (5,5,5) See Linguistics
198 Workshop: [Topic] (1-2R)
199 Special Studies: [Topic] (1-5R)
INDO 201, 202, 203 Second-Year Indonesian (5,5,5) See Linguistics
THAI 201, 202, 203 Second-Year Thai (5,5,5) See Linguistics

Japanese

Language and Pedagogy. The M.A. degree with a major in East Asian languages and literatures and a specialization in Japanese language and pedagogy requires 60 graded credits of course work: 24 credits in Japanese linguistics and pedagogy, 8 credits of Japanese culture-related courses, 4 credits of Practice (JPN 600), 8 credits in linguistics, 8 credits of elective courses, and either 6 credits of Thesis (JPN 501) or a thesis written on topics related to Japanese linguistics and pedagogy or eight other elective courses with a comprehensive examination given at the end of study or write a master of arts thesis.

Graduate Teaching Fellowships

A number of Graduate Teaching Fellowships (GTFs) are available each year for new graduate students in the department. Students are encouraged to apply to the department by March 1 for full admission and appointment. During each term of the appointment, graduate teaching fellows must register for and complete at least 9 credits of course work that can be applied to the degree program.

All GTFs must take Teaching East Asian Languages and Literatures at College Level (EALL 560) in the full term of the first and second years of their fellowship appointment.

CHINESE COURSES (CHN)

Placement examinations are required for new students who have exposure to Chinese, either through formal course work or through informal communication. Native speakers of Chinese or students whose competence in the language already exceeds the scope of the material may not enroll in Chinese-language courses.

101, 102, 103 First-Year Chinese (5,5,5) Provides thorough grounding in listening comprehension, speaking, reading, and writing, emphasis on oral-oral skills. For students with no background in Mandarin Chinese.

150 Introduction to the Chinese Novel (4) Introduction to one long or several short novels. Focuses on plot, character, cultural difference. No background in Chinese necessary; taught in English.

151 Introduction to Chinese Film (4) Introduction to films from China, Taiwan, Hong Kong, and the United States. Discussion focuses on family, gender, cultural difference. No background in Chinese necessary; English subtitles.

152 Introduction to Chinese Popular Culture (4) Introduction to popular Chinese cultures in China, Hong Kong, Taiwan, and the United States. Discussion focuses on religion, literature, art, and media.

Field Studies: [Topic] (1-2R)
198 Workshop: [Topic] (1-2R)
199 Special Studies: [Topic] (1-5R)
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.
301, 302, 303 Third-Year Chinese (5,5,5) Continued training in listening, speaking, reading, and writing. Prereq: two years of Chinese or equivalent.
305, 306, 307 Introduction to Chinese Literature (4,4,4) Survey ranging from early classic and modern classics through Tang and Song poetry, short fiction and novels, the 1919 May Fourth Movement writers, and into the contemporary period. Readings in English.
350 Women, Gender, and Chinese Literature (4) Theoretical and literary texts by and about women with Chinese cultures in various geographic locales. Special section on Chinese-American women writers. Readings in English.
399 Special Studies: [Topic] (1-5R) Topic varies from term to term. R for maximum of 12 credits.
401 Research: [Topic] (1-4R)
403 Thesis (1-4R) Prereq: Instructor's consent. R for maximum of 6 credits. Departmental honors students only.
405 Reading and Conference: [Topic] (1-21R) Prereq: Instructor's consent.
408/508 Workshop: [Topic] (1-21R) Prereq: Instructor's consent.
409 Supervised Tutoring (1-5R)
410/510 Experimental Courses: [Topic] (1-5R) Prereq: Instructor's consent.
450/550 Teaching East Asian Languages and Literatures at College Level (2R) Training in Chinese and Japanese language instruction through lectures, observations, and teaching practice. Prereq: for non-GTFS: instructor's consent. R for maximum of 6 credits.

*For more information, please visit the official website of the College of Arts and Sciences.*
notions of history and narrative. Prereq: instructor's consent.
424/524 Issues in Medieval Chinese Literature (4) Explores scholarship on and questions raised about Chinese poetry and its characteristics. Prereq: instructor's consent.
425/525 Issues in Modern Chinese Literature (4) Explores scholarship on and questions raised about modern Chinese literature and culture; includes realism, modernism, gender, and literary form. Prereq: instructor's consent.
431/531, 432/532, 433/533 Advanced Chinese (4,4,4) Exclusive use of authentic materials, both spoken and written. Prereq: four years of Chinese or instructor's consent. Sequence.
435/535, 437/537 Literary Chinese (4,4,4) 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 (4) Survey of the basic linguistic characteristics of Chinese including phonology, orthography, morphology, syntax, dialects, and sociolinguistics. Prereq: two years of Chinese, LINC 290 or 421/521 or comparable basic linguistic background.
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.
451/551 Post-Mao Fiction and Debate (4) Covers major cultural and literary debates of post-Mao China with emphasis on selected representative writers. Prereq: instructor's consent.
454/554 Early Chinese Poetry: Scholar's Landscape (4) Examines the archetypal literature of the long suffering. Readings from the Shijing and Chi chi on questions of thematic and linguistic transmission. Prereq: instructor's consent.
455/555 The Han-Tang Poetic Tradition (4) Examines Han interpretations of classic poetry anthologies as they were received in the poetry of the Han, Six Dynasties, and Tang. Prereq: instructor's consent.
456/556 Traditional Chinese Law and Literature (4) Considers Chinese law as defined in the late Zhou and Han periods and as reflected in the statutes, short fiction, and dramas of later dynasties. Prereq: instructor's consent.
461/561 The Confucian Canon (4) Examines how and why a small group of texts came to dominate Chinese education for 2,000 years. Prereq: instructor's consent.
503 Thesis (1-6R) P/N only.
601 Research: [Topic] (1-4R) P/N only
603 Dissertation (1-6R) P/N only
605 Reading and Conference: [Topic] (1-16R) Prereq: instructor's consent. R as student projects warrant.
606 Field Studies: [Topic] (1-16R) Prereq: instructor's consent.
609 Practicum: [Topic] (1-4R) Prereq: instructor's consent. R for maximum of 18 credits.
JAPANESE COURSES (JPN)
Placement examinations are required for new students who have exposure to Japanese, either through formal coursework or through informal conversation. Native speakers of Japanese or students whose competence in the language already exceeds the level that this course may not enroll in Japanese language courses.
106 Field Studies: [Topic] (1-2R)
198 Workshop: [Topic] (1-2R)
199 Special Studies: [Topic] (1-5R)
201, 202, 203 Second-Year Japanese (5,5,5) Continuation of JPN 101, 102, 103. Additional, intensive 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 (4,4,4) Historical survey of Japanese literature from the 8th century to the present. Analysis and appreciation of major works, authors, and genres such as The Tale of Genji, Haiku, Kawabata, and Mishima. Readings in English.
399 Special Studies: [Topic] (1-5R) Prereq: instructor's consent. R for maximum of 12 credits.
401 Research: [Topic] (1-4R) Prereq: instructor's consent. R for maximum of 12 credits.
403 Thesis (1-6R) Prereq: instructor's consent. R for maximum of 6 credits. Departmental honors students only.
405 Reading and Conference: [Topic] (1-21R) Prereq: instructor's consent.
406 Field Studies: [Topic] (1-21R)
408/508 Workshop: [Topic] (1-21R)
409 Supervised Tutoring (1-4R) P/N only. Prereq: instructor's consent. R for maximum of 18 credits.
410/510 Experimental Course: [Topic] (1-5R) Prereq: instructor's consent.
411/511, 412/512, 413/513 Fourth-Year Japanese (4,4,4) Development of speaking and listening skills related to concrete and abstract topics. Emphasis on sociolinguistic skills. Prereq: three years of Japanese or instructor's consent.
414/514, 415/515, 416/516 Fourth-Year Reading and Writing Japanese (4,4,4) Development of reading skills, vocabulary, and knowledge of honteki. Writing exercises include message writing, letter writing, and short essays. Prereq: three years of Japanese or instructor's consent.
425/525 Modern Japanese Literature: [Topic] (4R) Investigates topics relevant to Japanese literary studies in a comparative context. Recent topics include suicide and literature East and West, narrators and resistance, atomic bomb literature. Prereq: instructor's consent. R twice when topic changes for maximum of 12 credits.
426/526 Major Japanese Writers: [Topic] (4R) Intensive study of one or more major Japanese authors of the late 19th and 20th centuries. Recent topics include the fiction of Tanizaki Junichiro, Mishima Yukio, and Japanese postmodernity, the fiction of Itou Jun Yasu and other. Prereq: JPN 413/513 or instructor's consent. For students with advanced proficiency in speaking.
441/541 Structure of the Japanese Language (4) General characteristics of Japanese grammar. Topics include word order, morphological characteristics, morphology, ellipsis, passives, and causatives. Prereq: JPN 410 or 510, three years of Japanese or instructor's consent.
442/542 Japanese Discourse Structure (4) Examination of Japanese discourse structure. Topics include paragraph and thematic structure, cohesion, ellipsis, and sentence styles. Prereq: JPN 441/541 or instructor's consent.
454/543 Teaching Japanese as a Foreign Language I (4) Discussion and analysis of teaching methods, and techniques. Activities include classroom observation, demonstrations, and writing short papers. Prereq: JPN
ECONOMICS

435 Prince Lucien Campbell Hall
Telephone (503) 346-4561
Mark A. Thoma, Acting Department Head

FACULTY


Cathleen S. Leali, assistant professor (labor, economometrics) director, Social Science Instructional Laboratory; director Social Science Data Services Laboratory. B.A., 1978, California State, Chico; Ph.D., 1985, Washington State. (1987)


Emeriti


Barry W. Siegel, professor emeritus director undergraduate studies B.A., 1951, Ph.D., 1957, California, Berkeley. (1961)

Paul B. Simpson, professor emeritus. B.A., 1930, Reed; Ph.D., 1939, Cornell. (1949)


The date in parentheses at the end of each entry is the last 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 allocates resources; it applies to public policy in such areas as urban, industrial organization, and labor economics. Macroeconomics considers such questions as the causes of inflation and unemployment; it applies to such areas as monetary, development, 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, or government.

For more detailed information students are encouraged to inquire at the department office. 435 Prince Lucien Campbell Hall.

Preparation. Suggested preparation for entering freshmen is four years of high school mathematics. Prospective majors are strongly urged to satisfy one of the above requirement with an introductory calculus sequence, to be taken in the freshman, or sophomore year. Suggested preparation for two-year college transfers is (1) the equivalents of Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202) and (2) the equivalents of either Calculus I for Business and Social Science (MATH 241, 242) and Introduction to Methods of Probability and Statistics (MATH 243) or Calculus I,II,III (MATH 251, 252, 253).}

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.

Undergraduate Resources. The economics department has recently designated 405-407 Prince Lucien Campbell Hall the undergraduate resource area. This area, which is close to the...
department's main office and to faculty and graduate teaching fellow offices, has facilities for study-group meetings, research, and consultation with peer advisers. Its convenient location can be easily reached between classes or while waiting between courses. The undergraduate study room and peer-advising facility also houses information on graduate schools, jobs, and graduation requirements. The resource room, which contains four Pentium computers that are networked to university computing facilities, has another study area.

**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 LII (MATH 241, 242)** and **Introduction to Methods of Probability and Statistics (MATH 243) or Calculus LIII (MATH 251, 252, 253).** Should be completed by the end of the sophomore year.

3. **Intermediate Microeconomic Theory (EC 311) and Intermediate Macroeconomic Theory (EC 313) or Advanced Microeconomic Theory I (EC 411) and Advanced Macroeconomic Theory (EC 413).** Should be completed by the end of the junior year.

4. **Introduction to Econometrics (EC 420, 421) or Econometric Analysis (EC 422, 426).** Should be completed by the end of the junior year.

5. 28 additional credits in economics courses numbered 300 or above, with at least 24 credits in courses numbered 400 or above. At least 12 of the 28 credits must be taken at the UO.

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 460, 481), the student cannot use International Economic Issues (EC 480) to satisfy part of the major course requirements.

**Program Suggestions for Majors**

1. Majors planning graduate study in economics and others with an appropriate mathematics background should satisfy the theory requirement with Advanced Microeconomic Theory LII (EC 411, 412) and Advanced Macroeconomic Theory (EC 413) instead of Intermediate Microeconomic Theory (EC 311) 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 many fields, one 300-level introductory course and two 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 two 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. For more information see Accelerated Program in the Graduate School of Management section of this bulletin, and inquire at the Charles H. Lundquist College of Business.

**Emphasis in Business Economics**

The department offers its majors an emphasis in business economics that complements the liberal arts curriculum with professional training. Economics majors who choose the business economics emphasis must:

1. Complete a minor in business administration.
2. Fulfill one of the seven upper-division courses required of economics majors by taking:
   a. Money and Banking (EC 470) or Monetary Policy (EC 479)
   b. Urban and Regional Economics (EC 430), or Issues in Urban and Regional Economics (EC 431), or Economy of the Pacific Northwest (EC 432), or Public Economics (EC 442)
   c. Labor Economics (EC 450) or Topics in Labor Economics (EC 451)
   d. Theories of Industrial Organization (EC 460) or Industrial Organization and Public Policy (EC 461)
   e. International Finance (EC 460) or International Trade (EC 461)

**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 4 credits in Research (EC 401). A copy of the completed paper, approved by the faculty adviser, 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 department of their graduation plans in advance.

**Minor Requirements**

A minor in economics requires 24 credits distributed as follows:

**24 credits**

1. **Introduction to Economic Analysis: Microeconomics (EC 201).**
2. **Introduction to Economic Analysis: Macroeconomics (EC 202).**
3. **Intermediate Microeconomic Theory (EC 311).**
4. **Intermediate Macroeconomic Theory (EC 313).**
5. **Two additional upper-division 4-credit courses in economics.**

The two upper-division 4-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.

**Secondary School Teaching**

Although the University of Oregon does not offer professional preparation of social studies teachers, an academic major in economics provides a strong subject-matter background for entry into a secondary school-teaching program. Students interested in a teaching career may obtain information about teacher education from the Office of Academic Advising and Student Services, 164 Oregon Hall.

**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 general test of the Graduate Record Examinations (GRE) sent by the testing center.
2. Three letters of recommendation.
3. Complete transcripts of previous work sent by the issuing institutions.

Applicants should have knowledge of mathematics equivalent to Calculus I, II, III (MATH 251, 252, 253).

Applicants whose native language is not English and who have not graduated from an American university must also submit their scores on the Test of English as a Foreign Language (TOEFL). Applicants to the Ph.D. program whose native language is not English must also submit a Speaking Proficiency English Assessment Kit (SPEAK) or Test of Spoken English (TSE) score.

**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 other university and Graduate School requirements for the master of arts (M.A.) or the master of science (M.S.) degree. In addition, students must meet the following departmental requirements:

1. **Econometrics (EC 523, 524, 525),** to be completed within the first full academic year.
2. **Advanced Microeconomic Theory LII (EC 511, 512) and Advanced Macroeconomic Theory (EC 513),** to be completed within the first full academic year.
3. Four elective graduate field courses in economics, at least two of which must be at the 600 level. EC 609, 603, 605, 606, 605, 610, and 619 do not count as electives, nor do core EC 607 seminars.
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 5 credits in EC 505, 508, 601, or 609 may be applied to the 45-credit minimum.

Master's degree candidates must complete either a thesis or a research paper approved by two department faculty 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 must be submitted by the candidate's committee prior to the term in which the thesis or research paper is approved. In addition to the 2 credits for the prospectus, a minimum of 3 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 508, 601, 605, and 609) must be taken for letter grades with at least a 3.0 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 (ISIP) 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 Gordon Hall, 5223 University of Oregon, Eugene OR 97403-5223. See also the Environmental Studies and Graduate School sections of this bulletin.

### Doctor of Philosophy Degree

Graduate students seeking the Ph.D. degree in economics at the University of Oregon must complete the following departmental requirements as well as all university requirements. All economics courses except EC 601, 603, 605, and 609 must be taken for letter grades.

1. Core requirements must be completed in the first year and must include three terms each of microeconomic theory, macroeconomic theory, and econometrics (with at least a 3.5 GPA). At the end of the first year the student must pass a qualifying examination offered in early July. Students who fail may be permitted to retake the examination early the next September.

2. Students must file an approved program of study by December 15 following the qualifying examination.

3. Two-term EC 607 sequences in two fields of economics must be completed with a 3.00 GPA or better. By winter term of the third year, a research paper for at least 6 credits of Research (EC 601) must be completed in one of the fields and approved by two members of the faculty with specialties in that field.

4. Five elective EC 607 courses in economics must be taken outside the two fields. Advance to candidacy may be requested after the student has completed the above requirements and defended a prospectus for the dissertation, which must include a minimum of 6 credits in Research (EC 601). Students must be enrolled for at least 3 credits during the term of their advancement.

5. A Ph.D. dissertation of significant contribution to the field must be completed in conjunction with at least 18 credits of Dissertation (EC 605). A final public defense must take place on the UO campus at a date set by the committee chair and approved by the Graduate School.

Time Limits. The Graduate School's seven-year time limit for completion of all Ph.D. degree requirements begins with the most recent year of three consecutive terms of full-time enrollment in permanently numbered graduate courses. The economics department requires that every Ph.D. student in economics complete all degree requirements in eight years, beginning with the student's first term of enrollment in the economics doctoral program.

Coursing other than those described above or courses taken at other schools may not be substituted without the approval of the Ph.D. program committee and the department head. In no instance can the qualifying examination be waived.

The doctorate in economics at the University of Oregon is designed as a four-year program for full-time students. Students in the Ph.D. program must apply to and receive a master's degree upon advance to candidacy.

More detailed information is given in the department's pamphlet, Graduate Studies in Economics.

### Social Science Instructional Laboratory

#### Social Science Instructional Laboratory 72 Prince Lucien Campbell Hall Telephone (503) 346-2547 Cathleen S. Leué, Director

The Social Science Instructional Laboratory is a state-of-the-art microcomputer laboratory. It aids social science instructors teaching computer applications to scheduling and teaching computer applications classes and providing students with coursework services. The laboratory also supports social science graduate students conducting research. Any student may gain access to the laboratory's facilities.

The laboratory houses twenty-four networked Windows-based computers and five printers, including laser and color printers, software and hardware used to teach computer applications are available. The laboratory offers a variety of software to analyze statistical data, course-specific software, and spreadsheet and word-processing software. In addition, laboratory users can access the university's VMCluster through the UO.net.

#### ECONOMICS COURSES (EC)

201 Introduction to Economic Analysis: Microeconomics (4) First term of introductory sequence in principles of economics. MATH 111 recommended.


301 Intermediate Microeconomic Theory (4) Concepts and firm behavior, market structures, equilibrium theory, welfare economics, collective choices, rules for evaluating economic policy. Preq: EC 201, MATH 111. Students cannot receive credit for both EC 311 and FIN 311.


330 Urban and Regional Economic Problems (4) Topics may include urban and metropolitan growth, land use, race and poverty, education systems, slums and urban renewal, transportation, crime, and pollution and environmental quality. Preq: EC 201, 202, Whiteslaw.


350 Labor Market Issues (4) Topics may include the changing structure of employment, the minimum wage, the dual labor market hypothesis, collective bargaining, discrimination, and health and safety regulations. Preq: EC 201, 202. Singel, Stone, Zilka.

360 Issues in Industrial Organization (4) 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. Preq: EC 201, 202, Wisconsin.
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, Glat. Students cannot receive credit for both EC 390 and PIN 313.


390 Problems and Issues in the Developing Economies (4) 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.

401 Research: [Topic] (1-21R)

405 Reading and Conference: [Topic] (1-21R)

407 Seminar [Topic] (1-5R) Yearly offerings vary depending on interests and needs of students and on availability of faculty members.

408 Workshop: [Topic] (1-21R)

410/510 Experimental Course: [Topic] (1-5R)


413/513 Advanced Macroeconomic Theory (4) Advanced theory of the determination of aggregate income, employment, unemployment; evaluation of macroeconomic policies. Prereq: EC 411/511, Thorna.


423/523, 424/524, 425/525 Econometrics (3,4,4) Regression problems of autocorrelation, heteroskedasticity, multicollinearity, and lagged dependent variables; special single-equation estimating techniques; the identification problem; in a simultaneous-equation setting; development of simultaneous-equation estimating procedures, the properties of these estimates; applications of these procedures to the problem of obtaining estimates of structural parameters in economic models containing many equations. Prereq: statistics. Haynes, Singel, Wible, Ziljak.

HIST 425/525 Economic History of Modern Europe (4) See History

429/529 Topics in Mathematical Economics (4) Mathematical formulations of economic theory. Linear programming, elementary growth models, matrices, stability analysis and equilibrium behavior under uncertainty, production functions, and Slutsky equations; the demand for consumer goods. Prereq: EC 311, 313 and elementary calculus. Kiang, Kolpin.

430/530 Urban and Regional Economics (4) Location theory; urbanization and metropolitan growth; regional analysis; intraurban rent location and land use; size distribution of urban areas; welfare economics, political economy, and urban problems. Prereq: EC 311.

431/531 Issues in Urban and Regional Economics (4) Race and poverty, education systems, drug addiction, housing, residential segregation, housing and urban renewal, transportation, housing, local government, crime, environmental quality, urban planning. Prereq: EC 311, Whitehaw.

432/532 Economy of the Pacific Northwest (4) 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 311, Whitehaw.


441/541 Public Finance (4) Budgeting, detailed consideration of the principles of taxation and expenditure, analysis and comparison of various forms of taxation, government enterprises. Prereq: EC 311, 313, Kolin.

450/550 Labor Economics (4) 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 311, Singel, Stone, Ziljak.


460/560 Theories of Industrial Organization (4) 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 311, Wilson.

461/561 Industrial Organization and Public Policy (4) Major policy instruments that have been developed to cope with social problems created by market power. The two principal instruments are antitrust and income policies. Prereq: EC 311, Wilson.

HIST 463/563, 466/566 American Economic History (4,4) See History

470/570 Monetary Policy (4) Federal Reserve System strategies and methods of monetary and credit control. Effects of federal policies on prices, output, and employment. Prereq: EC 311, 313, Gray.


480/580 International Finance (4) Foreign exchange markets, interaction between spot and forward markets, speculation and interest arbitrage, balance-of-payments accounting, measures of deficits and surpluses, "open economy" macroeconomic issues. Prereq: EC 311, 313, Goldstein, Haynes.

481/581 International Trade (4) 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 311, 313, Goldstein, Stone.


491/591 Issues in Economic Growth and Development (4) Economic issues in developing countries, including use of central planning or market, capital formation, agriculture, population growth, health and education systems, and the "North-South debate." Prereq: EC 311, 313, Silva.

493/593 The Evolution of Economic Ideas (4) Economic thought from the ancient world to the 20th century. Major schools of economic thought and their relationship to other social ideas of their times. Prereq: EC 311, 313, Siegel.

494/594 Issues in Modern Economic Thought (4) 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 311, Siegel.

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

601 Research: [Topic] (1-6R) P/N only

602 Supervised College Teaching (1-3R) P/N only

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

605 Reading and Conference: [Topic] (1-16R)


608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-3R) P/N only.

Graduate teaching fellows may receive 3 credits a term; available to other graduate students with department head's consent.

Clare A. Lee, assistant professor. See Comparative Literature


Ph.D., 1977, Berkeley. (1946)


Emeriti

Roland Barthe, professor emeritus. B.A., 1947, Bethel; Ph.D., 1951, Indiana. (1951)


Carlisle Moore, professor emeritus. B.A., 1933, Ph.D., 1940, Princeton. (1946)


The data in parentheses at the end of each entry in the first year of the University of Oregon faculty.

Participating

T. Givon, linguistics
Russell S. Toivola, linguistics

UNDERGRADUATE STUDIES

The Department of English offers instruction in English literature, American literature, writing, English linguistics, folklore, and the literature 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 write clearly. The English major may lead most directly to careers in education, journalism, or 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. A student preparing for graduate study in English should construct an appropriate course of undergraduate study in consultation with a faculty adviser. The minor in English is inactive.

Major Requirements

The Department of English expects its majors to acquire knowledge of English and American literature. In addition, it expects them 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 listed below.

Course work required for the English major, both lower division and upper division, must be passed with grades of mid-C or better.

Majors must complete the university foreign-language requirement for the B.A. degree.

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 director. Honors seniors enroll in English 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 and American literature. It offers the master of arts (M.A.) and doctor of philosophy (Ph.D.) degrees in English. 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. that focuses on 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 specializing 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 at least 3.30 (B+), or if the student has 12 or more credits of graduate work in English, a 3.30 or better 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 native speakers: a minimum score of 600 on the Test of English as a Foreign Language (TOEFL). For non-native speakers: a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). The number of places in the Ph.D. program is limited, and admission is competitive.

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 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 is 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 literature in English test. The quantitative part of the general test is optional.

3. For non-native 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. programs. The application deadline for fall term is January 15.
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 601, 603, 605, 611–613) 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 for three consecutive terms to fulfill the two-year 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 regulations specify a full-time spring academic year.

Degree Requirements

Foreign Language. The candidate must demonstrate by examination or coursework a reading knowledge of two languages (minimum Graduate Student Foreign Language Test, or CSFLT, score, of 25th percentile or completion of a second-year sequence) or very high competence in one language (minimum CSFLT score of 90th 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 LIT 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 523), English Grammar (ENG 593), 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. Fifteen additional courses in English, at least nine of which must be at the 600 level (excluding ENG 611, 612, and 613). 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 fifteen courses. The fifteen 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 (1) through (4)
      (1) Literature and language before 1500
      (2) Renaissance literature
      (3) English literature from 1560 to 1780
      (4) English literature from 1780 to 1900
      (5) American literature to 1900
      (6) Modern British and American literature
      (7) Folklore and ethnic literature
      (8) Women and literature
      (9) History and theory of criticism
      (10) Rhetoric and theory of composition
      (11) Film
      (12) Literature and the environment
   b. Specialization requirements: of the remaining eight 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 or courses in an equivalent program of 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 coursework 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 coursework during the next three terms and begin preparing for the PhD. 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 3 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 written examination. This examination tests students’ comprehensive knowledge of a topic and field of their choice as well as their understanding of the general outlines 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 an oral defense
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

Exemption from the first term of writing is given to students who score 650 and above on the verbal section of the Graduate Record Examination (GRE) or the Graduate Record Examination (GRE) General Test.

Exemption from the written exam is granted on the recommendation of the student’s advisor or upon a petition to the Departmental Committee on Graduate Studies in the Department of English.

The dissertation may be a wark 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.

EXPOSITORY WRITING
The English department offers required and elective courses in expository writing for all undergraduate students to help them improve their ability to write clearly and effectively. Students must fulfill the university writing requirement of two composition courses 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 granted to students who score 650 and above on the verbal section of the College Board (CB) Scholastic Assessment Test (SAT) or the SAT I Writing Test in English composition (SAT I). Students should submit official copies of their scores to the composition office, English department, if not granted exemption at the time of admission.

Waiver examinations for WR 121 and 122 are offered regularly at the University Counseling Center Testing Office, 238 Student Health Center, and should be considered by students who are highly competent writers.

Students for whom English is the native language are placed in their first writing course on the basis of the Test of Standard Written English (TSWE), which is required of all new students and of transfer students who have not satisfied the writing requirement. Students should sign up for the TSWE.
ENGLISH COURSES (ENG)

Not every course listed here can be offered every year; students should consult the current Schedule of Classes.

105 Introduction to Literature: Drama and Poetry (4) Works representing the principal literary genres of drama and poetry.

104 Introduction to Literature: Fiction (4) Works representing the principal literary genre of fiction.


151 Introduction to African American Literature (4) Reading and critical analysis of African American fiction, poetry, and drama in historical and thematic perspective; examination of the black experience that influenced the literature. Coleman, Vance.

199 Special Studies: [Topk] (1-5R)

207, 208 Shakespeare (4,4) The major plays in chronological order with emphasis in the first term on the early and middle plays through Hamlet and in the second term on the later plays beginning with Twelfth Night. Bishop, Frenkel, Goodwin, G. Row.

210, 211 Survey of English Literature (4,4) The principal works of English literature selected to represent major writers, literary forms, and significant currents of thought: 210: to 1789; 211: 1789 to the present. Bishop, Poppes, Fyle, Stein.


220, 221, 222 Introduction to the English Major (4,4,4) Chronological study of literary works in English considered in the context of cultural histories. 220: begins to 17th century. 221: 17th to 19th centuries. 222: 19th to present. Earl, Doug, Fyle.

249 Introduction to Native American Literature (4) The nature and function of oral literature; the traditional literature as background for a study of contemporary Native American writing. Larson, Strange.

250 Introduction to Folklore (4) The process and genres of traditional (i.e., folk) patterning; the relations between these forms of expression and other arts, especially English and American literature. Sherman, Wojcik.

260 Media Aesthetics (4) Conventions of visual representation in still photography, motion pictures, and video. Leaage, K. Rowe.

265, 266 History of the Motion Picture (4,4) History of the motion picture as an art form. 265: beginning to 1915. 266: 1915 to present. Cadbury, Leage, K. Rowe.

Sophomore standing or above is a prerequisite for 300-level courses.

300 Introduction to Literary Criticism (4) Various techniques and approaches to literary criticism (such as historical, feminist, formalist, deconstructionist, Freudian, Marxist, Semiotic) and their applications. Clark, Crosswhite, Farwell, Fyle.

304 Studies in Genre: Epic and Romance (4) Examination of the history and nature of the major literary genres of epic and romance. Bishop, Laskeya.

309 Studies in Genre: Tragedy and Comedy (4) Examination of the history and nature of the major literary genres of tragedy and comedy. Stein.

310 African American Prose (4) Forms, themes, and styles in the fictional and nonfictional prose of Africa, the West Indies, and African America. Novels, short stories, essays, autobiographies, and other nonfiction. Farwell, Pyle.


312 African American Drama (4) Major achievements in African, West Indian, and African American drama. Coleman, Vance.

315 Women Writers' Cultures: [Topk] (4R) Women's writing in a particular cultural, national (race, ethnicity, class, sex, orientation, region, religion) examined in the context of feminist literary theory. When topic changes. Dugaw, Kintz, Laskeya, Westling, Wood.


325 Survey of the Northwest (4) Survey of significant Pacific Northwest literature as set against the principles of literary regionalism. Love.

326 Western American Literature (4) Major literary works of the American West from frontier times to the present. Love, Fyle.


399 Special Studies: [Topk] (1-5R) R when topic changes.

Junior standing or above is a prerequisite for 400-level courses.

401 Research: [Topk] (1-21R)

403 Thesis (1-21R)

405 Reading and Conferences: [Topk] (1-21R)

407/507 Seminar: [Topk] (1-5R) Selected seminars offered each year.

408/508 Workshop: [Topk] (1-21R)

410/510 Experimental Course: [Topk] (1-5R) Selected topics offered each year.


414/514 Classical and Medieval Literary Theory (4) Origins of literary theory beginning with Plato through Plutinus and the Middle Ages, with attention to its importance for understanding the assumptions of later literary theory including contemporary. Shumaker. Not offered 1995-96.


419/519 Contemporary Literary Theory (4) Developments in critical thinking after the New Critics. Armstrong, Fyle, Peck.

421/521 The Bible and Literature (4) The Bible and the New Testaments, as a model for and influence on secular literature. Earl.


423 Early Medieval Literature (4) Survey of Old English literature and its backgrounds, from the Confessions of St. Augustine to the Vikings. Earl.

425 Medieval Romance (4) Survey of selected romances in the context of European intellectual and social history. Major late medieval literary introduction to Middle English. Boren.


431/531 Renaissance Thought (4) Major Continental and British theorists in aesthetics, metaphysics, theology, and statecraft such as Pietarnc, Pico della Mirandola, Machiavelli, Castiglione, Boccaccio, Erasmus, Montaigne, More, and Francis Bacon. Frenkel, Goodwin, G. Rowe.


437/537, 438/538 English Drama (4,4) Development of English drama from its medieval origins through the 19th century with emphasis on the growth of genres and connections with cultural
study of Beowulf in Old English. Hayless, Bac, Lees.


645 18th-Century Literature: [Topic] (SR) Intensive study of one to three major authors or selected topics from the 18th century. Recent offerings include Peppe and Swift, John Gay and Popular Culture, Dugan, Shankman. R when topic changes.


680 Folklore: [Topic] (SR) Intensive study of selected topics in folklore. A recent offering is Film and Folklore Fieldwork. Coleman, Sherman, Wojcik. R when topic changes.

690 Introduction to Graduate Studies in English (5) Examination of selected professional, methodological, and theoretical issues. Farwell.

691 Composition Theory: [Topic] (SR) Intensive study of topics related to rhetorical theory and the teaching of writing. Crosswhite, Gage, Teich. R when topic changes.


EXPOSITORY WRITING COURSES (WR)

WR 40 and 49 are self-support courses offered throughout the Continuation Center. 335 Oregon Hall. A separate fee is assessed for all students enrolled in these courses who must be paid in addition to regular tuition. These courses carry credit for enrollment (stipends) but not toward graduation; they satisfy no university or college requirement

40 Developmental Composition I (3) Basic writing course that focuses on sentence structure, grammar, mechanics, and punctuation. Depending on performance, students who pass are advised by their instructors to advance to WR 49 or 52 when the following term. Recommended for students with Test of Standard Written English (TSWE) scores of 20 to 25.

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 Beginning Writing for International Students (5) See Linguistics

LING 92 Intermediate Writing for International Students (3) See Linguistics

LING 93 Advanced Writing for International Students (5) See Linguistics

121 College Composition I (3) Written reasoning as discovery and inquiry. Frequent essays explore relationships of thesis to structure and audience. Strong focus on the process of revising. Regular work on editing. Prereq: Test of Standard Written English (TSWE) score of 38 or better, WR 49, or equivalent.

122 College Composition II (3) Written reasoning as a process of argument. Developing and supporting thesis in response to complex questions. Attention to critical reading in academic writing. Continuing focus on revising and editing. Prereq: WR 121 or equivalent.

123 College Composition III (3) Written reasoning in the context of research. Practice in writing documented essays based on the use of sources. Continuing focus on revising and editing. Prereq: WR 121 or equivalent.

199 Independent Writing Project: [Topic] (1–3R) Supervised writing projects in nonfiction prose. Prereq: WR 122 or equivalent, composition director's consent.

299 Special Studies: [Topic] (1–5R)

320 Scientific and Technical Writing (4) 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. Fagan, McBride.

405/505 Independent Writing Projects (1–4R) Supervised writing projects in nonfiction prose. Prereq: WR 122 or equivalent, composition director's consent.

423/523 Advanced Composition (4) Emphasis on critical thinking, research skills and theoretical strategies for advanced written reasoning in different academic disciplines. Prereq: WR 122 or equivalent, upper-division standing. Crosswhite, Gage, Teich.

ENVIRONMENTAL STUDIES

104 Condon Hall
Telephone (503) 346-5056
Richard P. Gale, Program Director

FACULTY


The date in parentheses at the end of each entry is the first year on the Oregon College faculty.

Program Committee

Michael D. Aedine, law
John H. Balch, planning, public policy and management
James Blanchard, physical activity and recreational services
Shawn Boles, special-education developmental disabilities
Gregory D. Botun, physics
Carolyn L. Carter, geography
Cynthia Lou Coleman, journalism and communication
Matthew Dennis, history
Irene Diamond, political science
Alan Dickman, biology
Paul C. Engleking, chemistry
John B. Foster, sociology
Richard P. Gale, sociology
David Goodrich, political science
Russell B. Larue, biology
Glen A. Love, English
Patricia F. McDowell, geography
Gregory McLeish, sociology
Raymond Mikesell, economics
Ronald B. Minch, political science
Alexander B. Murphy, geography
Jeffrey Oster, history
Stephen E. Ponder, journalism and communication
Mark H. Reed, geological sciences
Gregory J. Retzlack, geological sciences
Robert G. Rife, landscape architecture
William J. Stolz, English
Charles W. Thiel, architecture
Michael V. Rust, management
Lynda P. Shapiro, biology
Paul Slaws, psychology
Richard P. Suttmeier, political science
Nancy Yuan, philosophy
Tori Wapinski, fine and applied arts
Loise Weying, English
Cathy Whitehead, geography
A. Michelle Wood, biology
Mary C. Wood, law

ABOUT THE PROGRAM

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
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 ecological perspective; and (3) devising policies and behaviors that address contemporary environmental problems. The Environmental Studies Program is located in the Environmental Studies Center, 104 Condon Hall. The center has a small library of books, journals, newsletters, and documents related to a vast array of environmental topics. Use of these materials is available to the public.

UNDERGRADUATE STUDIES

The Environmental Studies Program offers an interdisciplinary undergraduate major and minor. The major provides a well-rounded basic education that prepares students for entry-level positions in business, government, or nongovernmental organizations. There are substantial opportunities for students to design a major that meets environmental interests. Professional environmental positions often require a graduate degree. More information is available at the Environmental Studies Center.

Students should plan their programs early in their undergraduate careers with the aim of an environmental studies undergraduate adviser. Environmental studies majors are urged to consider completing a minor in a related field.

Major Requirements

The environmental studies major leads to a bachelor of arts or bachelor of science degree. Courses applied to the major must be graded with the following exceptions: ENVS 605, 606, 608, 610, and skills-package courses. Grades of mid-C or better must be earned in these graded courses. Courses applied to another major cannot be used for this major. At least 24 credits must be taken at the University of Oregon. The major in environmental studies requires 29 credits, distributed as follows:

Lower Division: 27 credits

Core (12 credits). Introduction to Environmental Studies: Social Sciences (ENVS 201); Introduction to Environmental Studies: Natural Sciences (ENVS 202); Introduction to Environmental Studies: Humanities (ENVS 203). These courses can be taken in any order.

From fall 1996 through summer 1997, the following alternate courses are approved:

- Geography and Environment (GEOG 104) in place of ENVS 201
- Global Environmental Change (GEOG 102) or Global Ecology (BI 124) in place of ENVS 202
- Consult adviser for other possible substitutions.

Natural Science (15 credits). Choose one course from each group:

- Biology. Introduction to Biology (BI 120) or any general biology course (BI 101-107)
- Chemistry. Science and Society (CH 101) or any general chemistry course (CH 211-226)
- Geography and Geological Sciences. The Natural Environment (GEOG 161) or Introduction to Geology. The Face of the Earth (GEOG 102) or General Geology. Earth's Surface Processes and Morphology (GEOG 202)
- Physical, Energy of the Earth (PHYS 161) or Solar Energy (PHYS 162) or Electric Power Generation (PHYS 163)
- Any upper-division course in biology, chemistry, physical geography (GEOG 321-325), 423-425, 427, 430-431), geological sciences, or physics may be substituted for the above required courses in the same department.

Upper Division: 32–36 credits

Core Course (4 credits). After completing lower-division requirements, major take Environmental Issues (ENVS 411).

Choose one option, either courses only or student-initiated project.

Courses Only Option (28 credits). Choose seven courses from the approved list of undergraduate electives including at least three natural-science courses and at least three social-science or humanities courses. No more than three upper-division electives from a single department may be applied to the major. With prior approval from the undergraduate adviser, 4 credits of Research (ENVS 411), Thesis (ENVS 403), Field Studies (ENVS 406), Workshop (ENVS 408), or Practicum (ENVS 409) may be included.

Student-Initiated Project Option (32 credits). Admission to this limited-enrollment program is competitive. Students submit a formal proposal for their project, which must discuss the focus of the project and the desired distribution of credits. Admission is based on the quality of the proposal—general focus, integration of activities, detailed planning requirements—and an evaluation of the student’s academic record.

Courses (21 credits). Choose five courses from the approved list of undergraduate electives including at least two natural-science courses and at least two social-science or humanities courses. No more than three upper-division electives from a single department may be applied to the major.

Project (12 credits). Credits are earned in Research (ENVS 401), Thesis (ENVS 403), Field Studies (ENVS 406), Workshop (ENVS 408), or Practicum (ENVS 409) for work that focuses on an environmental theme or issue, and leads to a written product.

Approved Skills Packages. A 12-credit skills package (typically three 4-credit courses) can be substituted for one upper-division elective course.


Computer and Information Science. Three CIS courses, at least two of them numbered 210 or higher.

Creative Writing. Three CRWR courses, at least two of them upper-division.

Economic Analysis. Three EC courses, at least one of them upper-division.

Expository Writing. Three WR courses numbered 320 or higher.

Foreign Language. Completion of a third year of a foreign language.

Geographic Techniques. Choose three: Cartographic Methods (GEOG 311), Geographical Field Studies (GEOG 313), Geographic Data Analysis (GEOG 314), Advanced Cartography (GEOG 411), Advanced Geographic Data Analysis (GEOG 414), Introductory Geographic Information Systems (GEOG 416), Advanced Geographic Information Systems (GEOG 422).

Journalism and Communication. Choose two: Grammar for Journalists (J 101), Information Gathering (J 202), Writing for the Media (J 203), Choose one: Reporting I (J 351), Communication Theory and Criticism (J 358), Journalism and Public Opinion (J 394), Communication and Democracy (J 418).

Mathematics. Three MATH courses numbered 213 or higher, or two MATH courses numbered 211 or higher, and one upper-division statistics course from any department.


Minor Requirements

The interdisciplinary minor in environmental studies includes five required courses and a minimum of 35 credits, of which at least 15 must be upper division. Excluding the required courses, no more than two courses may be taken in any one department. Grades of mid-C or better must be earned in all courses applied to the minor. At least 12 credits must be taken at the University of Oregon. With the adviser’s consent, a course numbered 407-401, or 410 can be substituted for one of the elective courses. Students may also submit a petition to the minor adviser to substitute other courses. For information inquire at the Environmental Studies Center, 104 Condon Hall.

Required Courses: 19 credits

Choose two from the following:

Introduction to Environmental Studies: Social Sciences (ENVS 201), Introduction to Environmental Studies: Natural Sciences (ENVS 202), Introduction to Environmental Studies: Humanities (ENVS 203). These courses can be taken in any order.

Choose three courses from the lower-division natural-sciences courses listed under Major Requirements.

Electives: 16 credits

Choose two natural science electives and two social science or humanities electives from the list of undergraduate electives.

UNDERGRADUATE ELECTIVES

Natural Science

Anthropology. Human Ecology (ANTH 260), Human Evolution (ANTH 361)

GRADUATE STUDIES

A flexible master's degree focusing on environmental studies can be earned through the Interdisciplinary Studies Program or the Graduate School. This program allows students to choose from 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 a coherent breadth and substance in knowledge, the student must take a minimum of 16 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. All of the 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 advisor each term to evaluate progress and plan subsequent academic work.

Graduate Courses

Students typically choose courses that contribute to their individual environmental focus from the Departments Antropology, Architecture, Biology, Chemistry, Economics, English, Geography, Geology, History, Landscape Architecture, Philosophy, Physics, Planning, Public Policy and Management, Political Science, and Sociology from the International Studies Program and the School of Law. Consult the individual department listings in this bulletin for course descriptions.

ENVIRONMENTAL STUDIES COURSES (ENVS)

198 Laboratory Projects: [Topic] (1-2R) P/N only, R with instructor's consent.

199 Special Studies: [Topic] (1-5R)

201 Introduction to Environmental Studies: Social Sciences (4) Contributions of the social sciences to analysis of environmental problems. Topics include human population, relations between social institutions and environmental problems, and appropriate political, policy, and economic practices.

202 Introduction to Environmental Studies: Natural Sciences (4) Contributions of the natural sciences to analysis of environmental problems. Topics include biological processes, ecological principles, chemical cycling, ecosystem characteristics, and natural system vulnerability and recovery.

203 Introduction to Environmental Studies: Humanities (4) Contributions of the humanities and arts to understandings of the environment. Emphasis on the diverse ways of thinking, writing, creating, and engaging in environmental discourse.

399 Special Studies: [Topic] (1-5R)
ETNIC STUDIES

304M Gerlinger Hall
Telephone (503) 346-9000
Elizabeth C. Ramirez, Program Director

Participating Faculty
Sam K. Cho, political science
Edwin L. Coleman II, lingush
Roland Goenc, comparative literature
Robert Prendergast, international studies
Elizabeth C. Ramirez, theater arts
Mary Romero, sociology
Clarence Spigner, anthropology
Quinlan Taylor Jr., history

ABOUT THE PROGRAM

The interdisciplinary Ethnic Studies Program, through its course offerings, focuses on the history, literature, culture, and philosophies of ethnic groups in the United States. The life experiences of Native Americans, African Americans, Latinas and Latinos, and Asian Americans are examined in a wide range of social institutions, including the family, education, politics, and the economy.

UNDERGRADUATE STUDIES

Students may earn a certificate in 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 of literature, social sciences, education, urban planning, art history, humanities, and Asian or other International studies—to name only a few—find that related ethnic studies courses can enrich their degree programs.

See Group Requirements in the Registration and Academic Policies section of this bulletin for ethnic studies courses that satisfy university general education requirements.

Courses applied to a certificate or minor in ethnic studies may not be used to satisfy major, minor, or certificate requirements for other programs.

Certificate in Ethnic Studies

Beginning Fall 1994, the certificate in folklore and ethnic studies was replaced by two separate certificates—one in ethnic studies, the other in folklore. Students who wish to receive the combined folklore and ethnic studies certificate must complete all requirements by the end of summer session 1997.

The certificate in ethnic studies is administered by the Ethnic Studies Program, which reports to the College of Arts and Sciences.

Students may satisfy requirements for an ethnic studies certificate by completing with grades of mid-C or better, the ethnic studies core and approved electives as listed below.

Ethnic Studies Core

12 credits

Introduction to Ethnicity (ES 101) .......................... 4
Ethnic Groups in Contemporary America (ES 102) .......................... 4
Special studies course (ES 199) .......................... 4

Approved Electives

27 credits

Either related lower-division courses or
Practicum: Field Experience (ES 409) or
Related upper-division courses. .......................... 21

Students seeking to qualify for an ethnic studies certificate must consult the ethnic studies director for course work approval and transcript evaluation and to arrange the field experience. Students must complete major requirements for an undergraduate degree in another department or school of the university.

Minor in Ethnic Studies

The interdisciplinary minor in ethnic studies requires a minimum of 27 credits, with at least 15 upper-division credits, distributed as follows:

Course Requirements 27 credits

Introduction to Ethnicity (ES 101) .......................... 4
Ethnic Groups in Contemporary America (ES 102) .......................... 4
Special studies course (ES 199) .......................... 4
Related upper-division courses from areas such as anthropology (ANTH), comparative literature (COLT), dance (DAN or DANC), English (ENG), folklore (FLBR), geography (GEOG), history (HIST), international studies (INTL), political science (PS), religious studies (REL), sociology (SOC), Spanish (SPAN), and theater arts (THA) .......................... 15

The minor program must be planned in consultation with an ethnic studies adviser at least two terms before graduation.

With the consent of 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 to the minor; at least four of the courses must be taken at the University of Oregon.

ETNIC STUDIES COURSES (ES)

101 Introduction to Ethnicity (4) Historical overview of the origin and impact of ethnicity in the United States, focusing on Native Americans, African Americans, Latinos, and Asian Americans.

102 Ethnic Groups in Contemporary America (4) The role of race and ethnic social movements in shaping contemporary American culture.

103 Ethnic American Cultural Voices (4) Not offered 1995-96.

196 Field Studies: [Topic] (1-2R)

198 Workshop: [Topic] (1-2R)

199 Special Studies: [Topic] (1-5R) By arrangement with instructor and approval of program director.

200 Innovative Education: [Topic] (1-5R)

201 Research: [Topic] (1-2R)

205 Reading and Conference: [Topic] (1-2R)

206 Field Studies: [Topic] (1-2R)

207/208 Seminar: [Topic] (1-5R)

209 Practicum: [Topic] (1-2R)

310/510 Experimental Course: [Topic] (1-5R)

315/515 Issues in Bilingual and Multicultural Education (4) Examines the historical, political, and educational influences that have shaped bilingual and multicultural education in the United States.

316/516 History of Chicano Education (4) Examines the Chicano experience in American schools with special emphasis on the states of Texas, New Mexico, California, and Oregon.

317/517 Mass Media and Minorities (4) Critically examines the social construction of positive and negative film imagery in commercial cinema. Addresses racism and sexism as integral factors.

318/518 Interracial Relations (4) Rigorously examines the interdynamics of racial and ethnic groups in America; emphasizes the historical, social, economic, and political forces that shape their reactions to each other.

319/519 Native American Contemporary Voices (4) Explores Indian country in North America—the voices, cultures, histories, and relationships of the Native American.

ADDITIONAL COURSES

Other upper-division and graduate courses with related subject matter may be included in an ethnic studies certificate or minor program by arrangement with a course's instructor and the director of ethnic studies.
EXERCISE AND MOVEMENT SCIENCE

122C Esslinger Hall
Telephone (503) 346-4107
Barry T. Bates, Department Head

FACULTY

Barry T. Bates, professor (biomechanics). B.S.E., 1969; M.S., 1973; Ph.D., 1979, University of Oregon, Eugene, OR 97403-1299; Phone: (503) 346-5430.


Donald J. Jones, professor and chairman (sport psychology). B.S., 1969, Central, Marysville.

Steven Clayfield, courtesy assistant professor. See Dance


The study of exercise and movement science involves the exploration and understanding of the functional and structural mechanisms that underlie human performance. In all of its manifestations from fundamental motor skills to sustained and demanding exercise, the analysis of movement and exercise requires the integration of several subdisciplines, which are rooted in the fields of biology, chemistry, physics, psychology, and sociology. Human performance is influenced by the quality of physiological regulation, sensorimotor control, social factors, and tolerance to mechanical and psychological stress.

UNDERGRADUATE STUDIES

The Department of Exercise and Movement Science offers programs 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.

CAREER OPPORTUNITIES

The movement and movement science programs provide the scientific foundation necessary for professional 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 background in English, mathematics, biology, chemistry, psychology, and sociology.

Transfer students. Transfer students should have completed as many university requirements and prerequisites to major courses as possible.

Prerequisites

- General Biology (BI 111, 112, 113) or Explorations in General Biology (BI 101, 102, 103)
- Genetics and Development (PSY 202), and Psychology (PSY 202), and Either Thinking (PSY 330) or Development (PSY 379)
- 12 Credits for Business and Social Science I (MAT 241) or Calculus I (MAT 251)
- General Physics (PHY 201, 202, 203)
- General Chemistry Laboratory (CH 227, 228, 229) or Introductory Physics Laboratory (PHY 201, 202, 203)
- Mind and Brain (PSY 201, Mind and Society (PSY 202), and Either Thinking (PSY 330) or Development (PSY 379)

Major Requirements

- Human Anatomy II (BI 313, 314)...
- Physical Growth and Motor Development (EMS 331)
- Motor Control (EMS 333)
- Sports Medicine (EMS 361)
- Physiology of Exercise (EMS 371)
- Biomechanics (EMS 381)
- Special-topics seminars (EMS 407) (minimum of three in at least two different areas)

Prerequisite and major requirement courses must be taken for letter grades. Students must maintain a 2.00 GPA overall in courses required for the major.

HONORS

To be recommended for the faculty for graduation with honors, a student must complete the exercise and movement studies prerequisites and major requirements with a grade point average of 3.50 in these courses.

University bachelor’s degree requirements are described in the Registration and Academic Policies section of this bulletin.

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, exercise psychology, 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 with an emphasis on performance and injury mechanisms. 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 biochemical 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 and Exercise. Emphasis in this area is on the social and psychological factors related to participation patterns and performance in sport and exercise settings. Specifically, two categories of questions are addressed in 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 physical activity, with special reference to habitual exercise, in health and disease. Research about musculoskeletal tolerance to exercise is a primary emphasis.

Admission

An application for admission to either the master’s or the doctoral degree program can be obtained from the department’s Director of Graduate Studies, 122C Esslinger Hall, University of Oregon, Eugene OR 97403-1299, telephone (503) 346-5133.

Graduate Teaching Fellowships

The Department of Exercise and Movement Science, in cooperation with the Physical Activity and Recreation Services (PARS), 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 full-time equivalent (FTE) receives a monetary stipend.
based on the level of the appointment and pay

Applications are available from the director of
graduate studies.

Master’s Degree

The master’s degree program requires a mini-
num of 45 credits of graduate work, 34 of which
must be in Department of Exercise and Move-
mment Science.

Requirements. Applicants to the master’s de-
gree program must have:

1. A minimum cumulative undergraduate grade
    point average of 2.75 for the last 90 quarter
    credits or 60 semester credits

2. Minimum qualifying Graduate Record
    Examinations (GRE) scores of 470 verbal, 500
    quantitative, or a combined score of 1050 with
    neither portion below 500

3. A minimum score of 550 on the Test of English
    as a Foreign Language (TOEFL). If the appli-
cant’s native language is not English

Requirements. Doctoral candidates must com-
plete the equivalent of the support area of inte-
grated exercise science that is required for the
master’s degree program. These courses may be
concurrently with doctoral courses and in-
tegrated into program requirements.

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 con-
secutive terms) must be spent in continuous resi-
dence on the UO campus. It should be noted,
however, that most students take three to four
years of full-time study beyond the master’s de-
gree to complete their doctoral degree. Graduate
courses completed with grades of A, B, or P
(gpas) from other approved institutions may be
accepted if they are relevant to the program of
study.

Master’s thesis. Before taking doctoral com-
prehensive 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 can-
didate must also complete a dissertation.

Research-Tools Requirement. Each of the fol-
lowing options satisfies the research-tools re-
quirement for the Ph.D. degree: (1) proficiency in
a foreign language (measured by the Graduate
Student Foreign Language Test), (2) 9 to 12 cre-
dits of computer science courses, (3) advanced sta-
tistics or research design courses, or (4) a com-
nutation of (2) and (3) and a comprehensive
examination in the candidate’s program and goals in
9 credits. Course selection must be approved by
the student’s advisory committee.

Areas of Concentration. Each doctoral can-
didate must have a minimum of 30 credits in one
area of concentration and 21 credits in a support
area.

Doctoral Degree

The doctoral degree program consists of a mini-
num of 136 credits beyond the bachelor’s de-
gree, at least 60 of these credits must be com-
pleted in exercise and movement science courses.

Requirements. Admission into the doctoral pro-
gram is based on the applicant’s academic record
and the following:

1. Favorable recommendation from the area co-
    ordinator in the desired area of concentration
    and by the department’s graduate admissions
    committee

2. Minimum qualifying Graduate Record Exami-
nations (GRE) scores of 525 verbal, 550 quanti-
tative, or a combined score 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 appli-
cant’s native language is not English

4. Candidate’s statement of up to 500 words
    that indicates goals and objectives for pursu-
ing the doctoral degree and the reason for se-
lecting 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

Requirements. Doctoral candidates must com-
plete the equivalent of the support area of inte-
grated exercise science that is required for the
master’s degree program. These courses may be
concurrently with doctoral courses and in-
tegrated into program requirements.

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 con-
secutive terms) must be spent in continuous resi-
dence on the UO campus. It should be noted,
however, that most students take three to four
years of full-time study beyond the master’s de-
gree to complete their doctoral degree. Graduate
courses completed with grades of A, B, or P
(gpas) from other approved institutions may be
accepted if they are relevant to the program of
study.

Master’s thesis. Before taking doctoral com-
prehensive 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 can-
didate must also complete a dissertation.

Research-Tools Requirement. Each of the fol-
lowing options satisfies the research-tools re-
quirement for the Ph.D. degree: (1) proficiency in
a foreign language (measured by the Graduate
Student Foreign Language Test), (2) 9 to 12 cre-
dits of computer science courses, (3) advanced sta-
tistics or research design courses, or (4) a com-
nutation of (2) and (3) and a comprehensive
examination in the candidate’s program and goals in
9 credits. Course selection must be approved by
the student’s advisory committee.

Areas of Concentration. Each doctoral can-
didate must have a minimum of 30 credits in one
area of concentration and 21 credits in a support
area.

1. Biomechanics
2. Motor control
3. Physiology of exercise
4. Social psychology
5. Support Areas.

Support Areas. Any of the areas of concentra-
tion and approved topics in other departments
may be selected for the support area.

Other Areas of Study. A minimum of 20 credits
must be earned in graduate courses outside the
department. These credits may be applied to the
area of concentration or the support area.

Final Examinations. Written and oral doctoral
comprehensive examinations in the area of con-
centration and the support area are taken after
completing substantial course work, a master’s
thesis or equivalent, and the research-tools re-
quirement. 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 af-
after all other degree requirements have been met.

Eugene Evonuk Memorial Graduate
Fellowship

This award was established to aid promising ad-
dvanced doctoral students whose research focus is
applied physiology, particularly environmental or
stress physiology. The amount of the award var-
ies from year to year; $6,000 was awarded in
1994–95. The application deadline is March 1,
and inquiries may be directed to the depart-
ment’s Director of Graduate Studies, 127
Eshleman Hall, 1240 University of Oregon,
Eugene OR 97403-1240. Telephone (503) 346-5430.

INTERNATIONAL INSTITUTE
FOR SPORT AND HUMAN PERFORMANCE

Bowser Family Building
Telephone (903) 946-4114
Henriette A. Heiny, Director

The mission of the International Institute for Sport
and Human Performance is to promote and syn-
thetize research and to increase knowledge
through multidisciplinary and cross-cultural in-
quiry. The institute also facilitates the analysis,
transformation, and practical application of
knowledge in health and sport sciences.

One of the institute’s programs is Microform
Publications. Since 1949 it has provided interna-
tional markets with North American research
information—theses and dissertations from
sport sciences, physical education, health, leis-
ure, and dance.

The institute’s objectives complement those of
the Department of Exercise and Movement Scien-
tics. In addition, they address the institute’s role
as a global community partner and reflect its cen-
tral goal: to reduce universal health problems created
by sedentary lifestyles.

To achieve its goals the institute seeks to:

• encompass a broad spectrum of sport sciences,
  the natural and social sciences, and the humanities

• provide a center for the collection and dissemi-
nation of information

• formulate innovative methods for communicat-
ing the value of an active lifestyle to a spectrum of
  the population from children to senior citi-
zens, from sedentary people to elite competitors

• provide services for the enrichment and future
development of physical activity and sports

• address the complex issues surrounding athlete-
  ics and high-performance sports

• increase understanding between diverse cul-
tures, nationally and internationally, through the
  medium of sport and related research
EXERCISE AND MOVEMENT SCIENCE COURSES (EMS)

101 Exercise as Medicine (4) The effects of exercise on health and in the prevention and treatment of disease.

102 Exercise and Wellness across the Life Span (4) Processes affecting physical activity and exercise from infancy through elder adulthood. Topics include psychological, physiological, sensory-motor, and cognitive factors across the life span.

103 Exercise and Performance (4) Structure and function of the human body including movement analysis. Topics include training and exercise responses: sport, daily living, and workplace performance; and injury adaptations.

199 Special Studies: [Topic] (1–4R)

221 Physiological Dimensions of Sport (3) Theoretical overview of psychological factors influencing sport performance and how sport influences athletes psychologically. Emphasis on psychological skills training and effective coaching behaviors.

222 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. Prereq: PSY 201, 202.

331 Physical Growth and Motor Development (4) The development of motor skill: understanding the integration of neurophysiological, neurological, 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.

361 Sports Medicine (4) Analysis of exercise as a physical stressor and resulting bodily adaptations. Prereq: BI 311, 312.

371 Physiology of Exercise (4) Physiological effects of muscular exercise, physical conditioning, and training significance of these effects for health and performance in activity programs. Prereq: BI 313, 314.


399 Special Studies: [Topic] (1–4R)

401 Research: [Topic] (1–21R)

404 Internship: [Topic] (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: [Topic] (1–21R) Reading and assignments in connection with other courses for extra credit. Honors readings. Prereq: instructor’s consent.

406 Special Problems: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Topics are offered regularly in each of the areas of concentration.

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–21R) Current topics include Preoccupational Therapy and Prephysical Therapy.

410/510 Experimental Course: [Topic] (1–5R)

403 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Topic] (1–16R)

606 Special Problems: [Topic] (1–16R) Study of selected problems in the field of exercise and movement science.


608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R)

610 Experimental Course: [Topic] (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, reinforcement, personality, aggression, mental 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-ef ficacy, and achievement of goals. Prereq: EMS 621 or instructor’s consent.

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. Prereq: EMS 622 or instructor’s consent.

624 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 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 representations, 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 posture, locomotor, and eye-hand coordination skills.


677 Biochemical Principles of Exercise (3) The physiological and chemical mechanisms underlying the major functions of the body during exercise.

678, 679 Systems of Physiology I (3, 5) Advanced analysis of the responses of the cardiovascular system and skeletal muscle to acute and chronic exercise.

681, 682, 685 Biomechanics (3, 3, 3) The basic mechanisms of movement: application of mechanical principles and analysis of selected movement patterns. Sequence. Prereq: EMS 381 or equivalent.

691 Statistical Methods I (3) Statistical techniques applied to research including the normal distribution, correlation and regression, and hypothesis testing techniques (t-test, one- and two-way analysis of variance). Prereq: PSY 312 or equivalent. Coreq: Experimental Course: Statistical Methods Laboratory (EMS 610).


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.

694 Applied Multivariate Statistics (4) Applied approach to the use of multivariate statistics. Topics include MANCOVA, discriminant analysis, multivariate regression and canonical correlation, and factor analysis. Prereq: PSY 611, 612 or equivalent.

FOLKLORE
466 Prince Lucien Campbell Hall
Telephone (503) 346-5339
Sharon R. Sherman, Program Director

PARTICIPATING FACULTY
Lisa Cudman Arkin, dance
Doug Blandy, arts and administration
Richard P. Cheney, anthropology
Edwin L. Coleman II, English
Janet W. Deinum, dance
Dianne M. Duggan, English
Mark Levy, music
Anne Divo McQuinn, music
Donald L. Petting, architecture
James L. Rice, Russian
Leland M. Ruff, art history
Sharon R. Sherman, English
Carol T. Silverman, anthropology
Ronald WOMAN, geography
Daniel N. Wojcik, English

ABOUT THE PROGRAM
The interdisciplinary Folklore 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, folklore, music, folklore, dance, art, and architecture; derive into specific cultures; and make cross-cultural comparisons. Theoretical analysis, research methods, and fieldwork techniques, with emphasis on film and video documentation and presentation, are integral parts of the program offerings in folklore.

RESOURCES
Film and Folklore
Among its many approaches to the study of folklore, a major strength of the University of Oregon's 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. Training is available in equipment use, fieldwork methodologies, and editing. The program has equipment for 16mm film editing and resources for making videotapes. Although the program encourages shooting in the field, the School of Journalism and Communication and the off-campus Community Cable Access Center offer studio training.

Folklore Archive
The Raina 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 audiotapes, videotapes, and more than 7,000 slides. A six-part indexing and cross-referencing system makes the archive data easily accessible. Located in 466 Prince Lucien Campbell Hall, the archive is open to the public as well as to the university community.

UNDERGRADUATE STUDIES
Students may earn a certificate in folklore while completing major and degree requirements in another department or school. A primary goal of the program is to encourage students to become more aware of the culture-based dimensions and applications of their particular major fields. Students of literature, social sciences, education, urban planning, art history, humanities, and Asian or other international studies—plus any other interested student—will find that related folklore courses can enrich their degree programs.

Certificate in Folklore
Students may satisfy requirements for a folklore certificate by completing, with grades of mid-C or better, the folklore core and approved electives listed below:

Folklore Core
12 credits
Introduction to Native American Literature
Introduction to Folklore
First Experience (FLR 409) or field-based courses
Related upper-division courses

Approved Electives
27 credits
Folkloric Field Experience (FLR 409) or field-based courses
Religious upper-division courses

Students seeking to qualify for a folklore certificate must consult the folklore director two terms before graduation for course work approval and transcript evaluation and to arrange the field experience.

GRADUATE STUDY IN FOLKLORE
Students may create their own plan of study for a master’s degree through the Interdisciplinary Studies: Individualized Program (ISIP) offered by the Graduate School. With the approval of the folklore adviser, students typically select courses taught by folklorists in the English and anthropology departments as well as the Folklore Program and anthropology (ANTH 310), Selected Topics in Ethnology (ANTH 211), or Oregon Native Americans (ANTH 213).

Approved Electives
4 credits
Fieldwork: Field Experience (FLR 409) or field-based courses
Related upper-division courses

Graduate students may consult with anthropology faculty in the upper-division course to qualify for the folklore certificate. Graduate students working with the folklore director may consult the folklore director or the folklore director to arrange the field experience.

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Approved Electives
4 credits
Fieldwork: Field Experience (FLR 409) or field-based courses
Related upper-division courses

Graduate students may consult with anthropology faculty in the upper-division course to qualify for the folklore certificate. Graduate students working with the folklore director may consult the folklore director or the folklore director to arrange the field experience.

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Dance, Dance and Folk Culture (DAN 301), Dance in Asia (DAN 302), Tribal Dance Courses (DAN 452/592)

English, Introduction to African American Literature (ENG 131), Introduction to Native American Literature (ENG 240), Introduction to Folklore (ENG 250), African American Prose (ENG 310), African American Poetry (ENG 311), African American Drama (ENG 312), Studies in Mythology (ENG 482/582), American Folklore (ENG 484/584), American Popular Literature and Culture (ENG 487/587), Topics in Folklore (ENG 680)

Geography, Geography of Languages (GEOG 444/544), Culture, Ethnicity, and Nationalism (GEOG 445/545)

History, African American History (HIST 250, 251), African History (HIST 325, 326), American Indian History (HIST 469/569)

International Studies, Cross-Cultural Communication (INTL 431/531)

Music, East European Folk Ensemble (MUS 190, 390), Music in World Cultures (MUS 258), Music of the Americas (MUS 259), History of Gospel Music (MUS 450/550), Introduction to Ethnomusicology (MUS 451/551), Musical Instruments of the World (MUS 425/525), Folk Music of the Balkans (MUS 453/553), Music of India (MUS 454/554)

Political Science, Politics of Multi-Ethnic Societies (PS 443/543)

Religious Studies, Great Religions of the World (REL 201, 202), Chinese Religions (REL 202), Japanese Religions (REL 303), History of Eastern Christianity (REL 324, 325), Buddhism and Asian Culture (REL 330, 331)

Romance Languages, Survey of Spanish-American Literature (SPAN 318, 319)

Russian, Russian Folklore (RUS 420/520)

Sociology, Race, Class, and Ethnic Groups (SOC 345), Sociology of Race Relations (SOC 445/545)

Theater Arts, Multicultural Theater (TA 472/572)

GENERAL SCIENCE

441 Williamette Hall
Telephone (503) 376-3288
John V. Leahy, Director

Program Committee Faculty

Ralph L. Barnard, chemistry
Jacob Beck, psychology
Janet S. Dicks, exercise and movement science
Gordon G. Giles, geological sciences
Amit Coranwai, physics
Richard M. Koch, mathematics
John V. Leahy, mathematics
John R. Lukacs, anthropology
Karen U. Sprague, biology
Cathy Whitlock, geography
Christopher B. Wilson, computer and information science
Robert L. Zimmerman, physics

ABOUT THE PROGRAM

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 advisor 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 advisors 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 completion of 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, geological sciences, physics

Neurosciences: biology, chemistry, psychology

General science majors are encouraged to consult with their advisors during the junior year to ensure that their remaining course work is structured to meet all requirements of the major. A student should notify the General Science Program office of their 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 a course in algebra and trigonometry. They should also take science courses in their area 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 advisors or committee members.

Upon admission, transfer students should consult a general science advisor in the General Science Program office.

CAREERS. The General Science Program allows prebaccalaureate science students preparing for careers in medicine, dentistry, or related fields to meet professional school admission requirements while completing a bachelor's degree. General science, which is combined with a major or minor, 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 each of physics and organic chemistry.

MAJOR REQUIREMENTS

Lower Division

The following lower-division courses must be completed with grades of C- or F (pass) or better. Course grades N (no pass) or F may be repeated for credit.

1. Calculus 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 include or be accompanied by the corresponding laboratory sequences:

   Anthropology, Introduction to Human Evolution (ANTH 170), and two from Evolution of Monkeys and Apes (ANTH 171), Evolution of Human Adaptation (ANTH 172), Human Evolution (ANTH 361), Human Biological Variation (ANTH 362)

   Biology, General Biology I: Cells (BI 101), General Biology II: Organisms (BI 102), and General Biology III: Populations (BI 103) or Explorations in General Biology I: Cells (BI 105), Explorations in General Biology II: Organisms (BI 106), and Explorations in General Biology III: Populations (BI 107) 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 211, 212, 213) with laboratories (CH 227, 228, 229)
Honors Program

Students preparing to graduate with honors in general science should notify the program director no later than the first term of their senior year. Honors in general science centers on a thesis, which is the culmination of research conducted under the direction of a faculty adviser. The adviser need not be a member of the general science committee.

To graduate with honors, students must have a 3.50 overall grade point average and a GPA of 3.75 in the sciences. In addition, they must complete 9 credits of Research (461) or Thesis (463) or both in the appropriate department. These credits must be distributed over at least two terms and cannot be used to fulfill emphasis area requirements.

Upon approval of the thesis by the adviser, program director, and one other committee member, honors will be awarded.

For guidelines and time schedules, see a general science adviser.

Program Planning

Information about program planning and detailed sample programs are available in the General Science Program office. Prospective 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.

Preparation for Teaching

An academic major in general science can provide a strong background for certain teacher-education licensure programs. Students interested in teaching general science in middle school and junior high school should be aware that the integrated science endorsement requires broader preparation than the minimum requirements for the general science major. Prospective teachers may obtain information about requirements for entry into teacher education programs from the Office of Academic Advising and Student Services, 164 Oregon Hall.

GEOGRAPHY

107 Condon Hall
Telephone (503) 346-4555
Patricia F. McDowell, Department Head

FACULTY


Rosa E. Palma, professor (urban, housing in American cities, natural hazards), Ph.D., 1964, M.A., 1969, Ph.D., 1972, Minnesota. (1964)


Emeriti

Stanley A. Cook, professor emeritus, A.B., 1931, Harvard, Ph.D., 1934, California, Berkeley. (1940)


Edward T. Price, professor emeritus, B.S., 1937, California Institute of Technology; Ph.D., 1938, California, Berkeley. (1965)


The date in parentheses is the first year the person was 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. Lower division courses are open to any student at the university, with the exception of Global Environmental Change (GEOG 102), which 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 twelve geography courses used to fulfill a major in geography. A grade point average (GPA) of 2.25 or better in graded geography courses is required for majors. At least eight courses in the major must be taken for letter grades.

Geography majors must take one of the following four sequences to satisfy the bachelor of science degree’s mathematics requirement:

1. MATH 205, 106, 107—emphasizes problem solving and the interpretation of quantitative information
2. MATH 211, 245, 426—emphasizes the analysis of data
3. MATH 241, 242 or MATH 251, 252, 253—calculus sequences that should be taken by students planning graduate study in geography
4. CIS 121 and CIS 133 or 134—introduces computer programming

Geography majors also must 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 is recommended for students planning to emphasize physical geography or environmental studies.

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. For details see Group Requirements in the Registration and Academic Policies section of this bulletin.

Students majoring in geography should consult their advisers to determine which group-satisfying courses will best support their major.

Major Requirements

Twelve courses, of which eight must be upper division, are required as follows:

Introduction Geography. Four courses including The Natural Environment (GEOG 101), Global Environmental Change (GEOG 102), Cultural Geography (GEOG 103), and either Geography and Environment (GEOG 104) or World Regional Geography (GEOG 201)

Techniques for Geographers. Two courses selected from: Cartographic Methods (GEOG 311), Geographic Field Studies (GEOG 313), Geographic Data Analysis (GEOG 314), Advanced Cartography (GEOG 411), Advanced Geographic Data Analysis (GEOG 414), Introductory Geographic Information Systems (GEOG 418), Advanced Geographic Information Systems (GEOG 427), Physical Geography, Two courses selected from Climatology (GEOG 321), Geomorphology (GEOG 322), Advanced Climatology (GEOG 421), Advanced Geomorphology (GEOG 422), Advanced Biogeography (GEOG 423), Soil Genesis and Geomorphology (GEOG 424), Hydrology and Water Resources (GEOG 425), Physical Climatology (GEOG 427), Quaternary Environments (GEOG 430), Quaternary Vegetation History (GEOG 433)

Cultural Geography. Two courses selected from Special Topics in Human Geography (GEOG 418), Political Geography (GEOG 419), Urban Geography (GEOG 422), Geography of Languages (GEOG 444), Culture, Ethnicity, and Nationalism (GEOG 445), Geography of Religion (GEOG 446), Environmental Alteration (GEOG 461), Historical and Contemporary Views of the Environment (GEOG 462), Geography, Law, and the Environment (GEOG 463)

Regional Geography. Two courses selected from World Regional Geography (GEOG 201), Geography of European–American Regions (GEOG 202), Geography of Non-European–American Regions (GEOG 203), Advanced Geography of European–American Regions (GEOG 402), Advanced Geography of Non–European–American Regions (GEOG 403)

Geography Major with an Environmental Studies Minor. The basic requirements of the geography major are the following:

The Natural Environment (GEOG 101), Global Environmental Change (GEOG 102), Cultural Geography (GEOG 103), Geography and Environment (GEOG 104)

Two geographic techniques courses

Three 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

One upper-division physical geography course or one environmental geography course selected from GEOG 461–465

Other requirements for the minor outlined by the Environmental Studies Program

Environmental studies minors should ask their major advisers to recommend appropriate courses.

Honor Programs

The Clark Honors College student majoring in geography must design a course of study in consultation with a major adviser in geography.

The Department of Geography also offers an honors option for its majors. More information is available in the department office.

Minor Requirements

Students who minor in geography must complete six geography courses with grades of C– or better. The six courses must include one regional geography course, one upper-division physical geography course, and one upper-division cultural geography course.

Secondary School Teaching

Although the University of Oregon does not offer professional preparation of social studies teachers, an academic major in geography provides a strong subject-matter background for entry into a secondary teacher-education program. Students interested in a teaching career may obtain information about teacher education from the Office of Academic Advising and Student Services, 165 Oregon Hall.

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 offers a master of science (M.S.) degree program that emphasizes geography and education. The department’s graduate programs emphasize cultural and 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 faculty.

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 Graduate School section of this bulletin. Applicants whose application materials are received by January 15 are given preference for fall admission.

The applicant should also send the following application materials directly to the Department of Geography:

1. 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 letter about the applicant’s interest in pursuing graduate study, and the applicant’s general research interests.
6. If appropriate, the application for a graduate assistantship or fellowship award.
7. International applicants must score at least 550 on the Test of English as a Foreign Language (TOEFL).

General Requirements

The master’s degree program emphasizes general education in geography and specialized
sемinars and research courses. A special option in the master's program emphasizing geography and education is available for students with public school teacher licensure. The Ph.D. degree program requires general preparation in geography, physical geography, and environmental studies. Areas of emphasis in cultural geography include urban environments, landscape, political geography, ethnicity, religion, language, nationhood, and the diffusion of cultural traits. Areas of emphasis in physical geography include long-term climate change, micro- and applied climatology, Quaternary environments, vegetation history, pedology, plant ecology, geomorphology, soils, and glacial archaeology. Environmental studies in the department focus on the historical, philosophical, legal, and perceptual dimensions of human-environment relationships. The department also offers course work and faculty expertise in North America, Latin America, Europe (both West and East), and the former Soviet Union.

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 333), Political Geography (GEOG 414) or Urban Geography (GEOG 424), Geography of Languages (GEOG 344), Culture, Ethnicity, and Nationalism (GEOG 545), or Geography of Religion (GEOG 546), Historical and Contemporary Views of the Environment (GEOG 362), 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 last full term the graduate student is in residence. Each graduate student must take 1 credit of Workshop (GEOG 606) every winter and spring term that student is in residence.

For students following the master's degree option in geography and education, some substitutions for these course requirements may be authorized by the departmental coordinator for that option.

Master's Degree Program

The general M.A. degree in geography emphasizes broad understanding of physical and cultural geography and basic geographic techniques. Students develop specialized research skills during work on the thesis. Beyond the general requirements for all graduate students in geography, two graduate seminars in geography (GEOG 667) are required of each M.A. candidate.

Students must demonstrate 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 (GSLFT) at a level equivalent to a grade of C- or better.

A committee of two geography faculty members oversees 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 563), 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.

The geography and education option leads to either the M.A. or the M.S. degree. The option is designed to relate geographic research methods and perspectives to the teaching of social studies at all levels. Course and seminar requirements parallel those for the M.A. program in geography, but teacher licensure is deemed to be a substitute for foreign-language competence. Students must take at least one workshop (GEOG 606) that is designed for this option. A final written examination administered by a departmental committee is required. A learning activity project is substituted for the thesis.

Those interested in this option must have public school teaching licensure and must indicate their intent to pursue the option before being admitted to the graduate program. Completion of the geography and education option by itself does not lead to additional licensure in the state of Oregon.

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 606) 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-only seminars in geography (GEOG 667) 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. Current tuition is approximately 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 January 15.

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 work-study certification and to apply for loans or grants, a separate request for forms should be made to the Office of Student Financial Aid, 1278 University of Oregon, Eugene OR 97403-1278.

GEography Courses (GEOG)

101 The Natural Environment (4) The earth's physical landscapes, vegetational patterns, weather, and climate; emphasis on the dynamic interactions among climate, landforms, vegetation, and soils. Whitlock. Offered fall term only.
102 Global Environmental Change (4) Natural and human-induced climatic changes and their impact on different environmental systems. Emphasizes biophysical models. GEOG 101, Barrie. Offered winter term only.
103 Cultural Geography (4) Ways in which various cultures have evaluated and used their environments. Discussion of the changing distributions of major cultural elements. Murphy. Winter.
104 Geography and Environment (4) Ways in which the major physical systems and ecosystems of the earth have been modified by human actions. Emphasizes human systems. Carter. Offered winter term only.
156 Field Studies: [Topic] (1-2R)
159 Special Studies: [Topic] (1-5R)
201 World Regional Geography (4) Introduction to the world's cultural regions. Study of the cultural and environmental factors that make different parts of the world distinctive. Smith. Winter. Not offered 1995-96.
202 Geography of European-American Regions (4) Physical and cultural processes that have shaped the rural and urban landscapes of selected European-American regions. Murphy, Sear.
203 Geography of Non-European-American Regions (4) The physical and cultural processes
322/522 Advanced Geomorphology [Topic]

423/523 Advanced Biogeography [Topic] [4R]
Selected topics in biogeography including relation of plants and animals to their environment, historical changes in plant distribution, and paleontological analysis. Topic for 1995-96 is Disturbance of Quaternary Paleogeography in the Pacific Northwest. Special fee. Prereq: GEOG 323. Whitlock. R when topic changes.

424/524 Soil Genesis and Geography [4]

Emphasis on surface water including precipitation, evapotranspiration, surface runoff, and stream flow. Understanding and analysis of processes. Management for water supply and quality. Prereq: GEOG 327, 322, and MATH 111, 112 or instructor's consent. Barthein. 4

427/527 Fluvial Geomorphology [4]
Hydraulics and hydrolurgy of stream channels: channel morphology and processes; drainage network development; fluvial deposits and landforms; field and analytical methods. Special fee. Prereq: GEOG 323, MATH 111, 112. McDowell. Required field trips. Offered alternate years; not offered 1995-96.

430/530 Quaternary Environments [4]
Evolution of the physical landscape during the Quaternary period. Elements of paleoecology, paleoecology, and geomorphology. Special fee. Prereq: GEOG 321, 322, 323 or instructor's consent. Whitlock. Required field trips.

433/531 Quaternary Vegetation History [4]
Vegetation change through the Quaternary period as it appears in the paleoecological record. Implications for modern ecology and biogeography. Special fee. Prereq: GEOG 323 or BI 130 or 370 or instructor's consent. Whitlock.

441/541 Political Geography [4]
Spatial perspectives on global political patterns and processes. Relationships 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 [4]
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.

444/544 Geography of Languages [4]
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 1995-96.

445/545 Culture, Ethnicity, and Nationalism [4]
Relationship of ethnic groups and nationality to landscapes, perception, and cultural geographic phenomena. Distribution of ethnic and national groups. Prereq: GEOG 103 or instructor's consent. Murphy. Wixman. Not offered 1995-96.

446/546 Geography of Religion [4]
Origin and diffusion of religious religion; world view, environmental, perception and alteration; religion, territory, the organization of space. Prereq: GEOG 103 or instructor's consent. Wixman.

461/561 Environmental Alteration [4]
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, 104 or instructor's consent. Cartier.

462/562 Historical and Contemporary Views of the Environment [4]
Ways in which humans have thought about their place in nature. Environmental ideas that impinge on concepts of ecology. Prereq: upper-division standing and instructor's consent. Uqather. Not offered 1995-96.

Values underlying American legal approaches to environmental issues; the role of law in reflecting and shaping human understanding and use of the environment. Prereq: GEOG 104 or PPMM 331 or instructor's consent. Murphy. Not offered 1995-96.

470/570 Advanced Geography of European-American Regions: [Topic] (4R) Examination of the settlement patterns, regional economies, political organization, and character of the landscapes of selected major regions of the European-American world. Region of study 1995-96 is Canada. Prereq: GEOG 201, another course on the region of study, or instructor's consent. R when region changes.


478/578 Cultural Theory and Practice of Geography [5]
Methods of geographic investigation; theory and practice of developing geographic themes and problems. Prereq: graduate standing in geography. Murphy.
GEOLOGICAL SCIENCES

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A. Dana Johnston, Department Head

FACULTY

R.ick A. Bestland, visiting instructor (stratigraphy, sedimentology); B.S., 1982, Wisconsin; Madison; M.S., 1985, Ph.D., 1990, Oregon. (1991)

Sam Boggs, professor (sedimentology; sedimentary petrology); B.S., 1956, Kentucky; Ph.D., 1964, Colorado. (1965)


Rogene H. Haughton, associate professor (petrology; regional tectonics); B.S., 1974, M.S., 1978, California, Riverside; Ph.D., 1985, California Institute of Technology. (1985)


Mark H. Reed, professor (mineral deposits); B.S., 1971, California; M.S., 1974, Ph.D., 1977, California, Berkeley. (1978)


Jack M. Root, professor (geochemistry, petrology); A.B., 1979, Dartmouth; M.S., 1972, Ph.D., 1975, Washington (Seattle). (1977)

Norman M. Savage, professor (Paleozoic palaeontology, stratigraphy); B.Sc., 1959, Boston; Ph.D., 1968, Harvard. (1967)

Douglas R. Toomey, assistant professor (taeismolgy; tectonics; midocean ridges); B.S., 1981, Pennsylvania; Ph.D., 1987, Massachusetts Institute of Technology and Woods Hole Oceanographic Institution. (1990)

Harve S. Wall, professor (tectonophysics, electromagnetic depth sounding); B.S., 1942, William and Mary; M.S., 1951, Ph.D., 1970, Oregon. (1978)

Ray W. Weldon, associate professor (structural geology; neotectonics; Quaternary geology); B.A., 1977, Pacific; Ph.D., 1986, California Institute of Technology. (1987)

Special Staff

C. Patrick Ryan, senior research assistant (seismic array); B.S., 1981; M.S., 1985, Oregon. (1985)

Michael B. Stuefer, research assistant (electron beam microanalysis); B.S., 1978, Oregon. (1978)

Emeriti

Frank M. Baldwin, professor emeritus; B.S., 1936, M.S., 1939, Washington State; Ph.D., 1943, Cornell. (1947)

G. Walter Foster, professor emeritus; B.S., 1942, M.S., 1946, California Institute of Technology; Ph.D., 1950, Columbia. (1970)

Alexander R. McHargue, professor emeritus; B.S., 1946, United States Military Academy, West Point; Ph.D., 1961, California, Berkeley. (1965)

Lloyd W. Staples, professor emeritus; A.B., 1929, Columbia; M.S., 1930; Oregon State; Ph.D., 1935, Stanford. (1939)

The date in parentheses is the end of each entry is the first year on the University of Oregon faculty.

UNDERGRADUATE STUDIES

The Department of Geological Sciences under-graduate program is designed to provide an un-derstanding of the minerals that constitute the earth and the processes that have shaped the earth from its interior to its surface envi-ronment. 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 geological sciences 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 UC Department of Geological Sciences following two years of col-lege work should have completed a year of gen-eral chemistry, a year of general physics, and a year of calculus. It is available to the student, a year of general geology with laboratory is also recom-mended. In addition, transfer students should have completed as many as possible of the university requirements for undergraduate degrees.

Courses. 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, including 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 baccalaureate degrees can qualify for positions as laboratory technicians or field assistants and for limited professional positions as junior geologists or geophysicists.

Geological Sciences Curriculum

The Department of Geological Sciences offers majors a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree with options in either geol-ogy or geophysics.

Grade Options and Standards. Geological sci-ence undergraduates must take for letter grades (pass no pass not acceptable) all geological sci-ence courses required in their program for graduation. Required courses taken outside the Department of Geological Sciences (e.g., mathe-matics, chemistry, physics, biology) must also be taken for letter grades. All other required courses must be completed with grades of C- or better.

Geology Option

Core Requirements

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>77-76 credits</td>
<td>Introduction to Geology: The Dynamic Earth, The Face of the Earth, The Evolving Earth (GEOL 101, 102, 103) with Introduction Geology Laboratory (GEOL 104, 105, 106) or General Geology: Earth's Interior Hemis and Dynamics, Earth's Surface Processes and Morphology, Evolution of the Earth (GEOL 201, 202, 203)</td>
</tr>
<tr>
<td>12-15</td>
<td>General Biology (L.V.LI.I.; Cells, Organisms, Populations (W 101, 102, 103) or General Physiology (PSY 201, 202, 203) or General Physics with Calculus (PHYS 211, 212, 213)</td>
</tr>
<tr>
<td>12-15</td>
<td>Introduction to General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223)</td>
</tr>
<tr>
<td>12-15</td>
<td>Calculus (LIII.MATH 251, 252, 253)</td>
</tr>
<tr>
<td>12-15</td>
<td>Mineralogy: Physics and Chemistry of Minerals (GEOL 311), Mineralogy II: Systematic Mineralogy (GEOL 312)</td>
</tr>
<tr>
<td>15</td>
<td>General Geology (GEOL 338)</td>
</tr>
<tr>
<td>10</td>
<td>Field Geology (GEOL 430)</td>
</tr>
<tr>
<td>20 credits</td>
<td>Set I Requirements (GEOL 101, 102, 201)</td>
</tr>
</tbody>
</table>

Set II Requirements

Students majoring in geology must also take additional courses in other sciences and take prerequisite courses in mathematics. The geological science courses cannot be generic. Courses must be selected from the following list:
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 and Dynamics, Earth's Surface Processes and Morphology, Evolution of the Earth (GEOL 201, 202, 203). In addition, a minimum of 15 credits must be earned in other geological sciences courses numbered 300-499. Any five 300- or 400-level geological science courses listed in the UD Undergraduate and Graduate Bulletin may be used to meet this requirement, except that no more than three courses may be selected from GEOL 304, 305, 306. Possible choices are suggested below. A grade of C– or better is required in all courses.

Suggested Minor Curricula for Science Majors

Biology majors. General Geology (GEOL 201, 202, 203) plus at least 15 credits of course work selected from: Introduction to Geology: The Face of the Earth, The Evolving Earth (GEOL 304), Introduction to Petrography (GEOL 314), Metamorphic Petrology (GEOL 415), Introduction to Geochemistry (GEOL 470), Thermodynamic Geochemistry (GEOL 471), Aquatic Geochemistry (GEOL 472), Isotope Geochemistry (GEOL 473).

Chemistry majors. General Geology (GEOL 201, 202, 203) plus at least 15 credits of course work selected from: Introduction to Physical and Inorganic Chemistry (GEOL 311), Igneous Petrology (GEOL 414), Metamorphic Petrology (GEOL 415), Introduction to Geochemistry (GEOL 470), Thermodynamic Geochemistry (GEOL 471), Aquatic Geochemistry (GEOL 472), Isotope Geochemistry (GEOL 473).

Mathematics majors. General Geology (GEOL 201, 202, 203) plus at least 15 credits of course work selected from: Introduction to Physical and Inorganic Chemistry (GEOL 311), Aquatic Geochemistry (GEOL 472), Isotope Geochemistry (GEOL 473).

Physics majors. General Geology (GEOL 201, 202, 203) plus at least 15 credits of course work selected from: Introduction to Physical and Inorganic Chemistry (GEOL 311), Metamorphic Petrology (GEOL 415), Introduction to Geochemistry (GEOL 470), Thermodynamic Geochemistry (GEOL 471), Aquatic Geochemistry (GEOL 472), Isotope Geochemistry (GEOL 473).

Suggested Minor Curricula for Non-science Majors

Introduction to Geology (GEOL 101, 102, 103) with laboratories (GEOL 104, 105, 106) or General Geology (GEOL 201, 202, 203), and at least 15 credits of course work compatible with the student’s interests. Students with minimal mathematics and science backgrounds may want to select their courses from the following: The Fossil Record (GEOL 304), Volcanoes and Earthquakes (GEOL 306), Oceanography (GEOL 307), Geology of Oregon and the Pacific Northwest (GEOL 308), Earth Resources and the Environment (GEOL 310). Two additional geological science courses must also be chosen. Students with strong background may choose from: Mineralogy (GEOL 311, 312), Sedimentology and Stratigraphy (GEOL 334), Structural Geology (GEOL 350), Paleontology (GEOL 451, 452, 453), Paleo-pedology (GEOL 439).

Group Requirements

Eleven geological sciences courses are approved to satisfy university science group requirements. See the Group Requirements section of this bulletin under Registration and Academic Policies.
A variety of the Cordilleran in western North America, experimental and theoretical studies of igneous petrogenesis; calculations of multicomponent equilibria in aqueous systems and volcanic gases; and geochemistry and tectonics of the lithosphere and the atmosphere.

Stratigraphy: Sedimentary Petrology — Paleontology. This research interests of faculty members in this group encompass a broad range of geographic problems related to sedimentary rocks. Current research programs include study of coastal and oceanic sedimentary provenance and depositional environments of terrigenous sedimentary rocks of Oregon, provenance and diagenesis of deep-sea sands from the Japan Sea; regional stratigraphy of the Pacific Northwest; Paleozoic brachiopod and conodont biostatigraphy of Australia; western North America, and northwest Europe; biochemistry of fossil brachiopods and conodonts; role of major kinds of soils and terrestrial ecosystems through geological time; Cretaceous and Cenozoic foraminifera; and Cenozoic diatoms and silicoflagellates. Opportunities for research in paleontology are also available through cooperation with the Department of Biology and Geology.

Structural Geology-Geophysics. Graduate work in structural geology-geophysics 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 using 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 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 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

Related Research Activities

The Condor Museum of Geology, administered by the geological sciences department, contains an extensive collection of vertebrate fossils, paleobotanical specimens, and recent vertebrates that are available to interested researchers for study.

Research Facilities

Students may use a variety of analytical facilities and equipment including a three-component broad-band (0.03-30Hz) seismic array, an electron microscope, a scanning electron microscope, x-ray diffractometer, atomic absorption and emission, and wet-chemical analysis. Four piston-cylinder apparatus with pressure-temperature capability to 60 kilobars and 1800°C are available for studying crystalline, partially molten, and molten silicates under mantle 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 magnetoelastic data, acquisition and processing of seismic and gravity 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 reaction processes important in metamorphic volcanic gas, hydrothermal, and diagenetic systems. The department houses a local network of Sun SPARC stations and a SPARC server 4/370, which supports the seismic array, as well as a Novell network. In addition, we have high-speed computers. The Internet can be accessed through the UO/Net fiber-optic link. A student computer facility, equipped with IBM Model 70 computers, three Macintosh computers, and two laser printers, is also connected to the networks.

The sedimentological and paleontological laboratories have, in addition to standard laboratory equipment, an x-ray diffractometer, an x-ray fluorescence unit, photo-microscopes, a Leitz Aristophot unit, a fully maintained catalog of foraminifera, an acid room, and a condenser-processing 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 where 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 Geophysical Sciences, United States Geological Survey, and private mining companies.

Approximately three-quarters 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 assistantships may be obtained by writing to the department.

GEOLOGICAL SCIENCES 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, oceanic-island; 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 geological maps; use of aerial photographs; models; simulation of geologic processes; fossils.

198 Laboratory Projects: Topics (1-2R)

199 Special Studies: Topics (1-5R) Studies of special geologic topics. 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. Includes a weekly two-hour lab laboratory. Designed for science majors, Clark Honors College students, and students with science backgrounds.

202 General Geology: Earth's Surface Processes and Morphology (4) Chemical and physical processes that shape the face of the earth. Topics include weathering and erosion, soil formation, and transportation of material.

203 General Geology: Earth's Surface Processes and Morphology (4) Chemical and physical processes that shape the face of the earth. Topics include weathering and erosion, soil formation, and transportation of material.
GEOLOGICAL SCIENCES

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 seeking field and research experiences.

304 The Fossil Record (4) Origin of life in Pre cambrian; evolution of plants and invertebrate animals; evolution of early chordates, fish, amphibians, reptiles, dinosaurs, birds, and mammals; speculation and extinction. Intended for junior and senior nonmajors but also open to geological science majors.

306 Volcanoes and Earthquakes (4) Mechanisms that cause earthquakes and volcanoes, relation to plate tectonics, associated hazards, examples in Oregon and the western United States.

307 Oceanography (4) 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 oceans.

308 Geology of Oregon and the Pacific Northwest (4) The region's geologic and tectonic history and the plate tectonic processes responsible for it. For natural science majors.

310 Earth Resources and the Environment (4) 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 II: Physics and Chemistry of Minerals (4) Basic concepts and symmetry, Miller Indices, crystal structure, chemical bonding. Prereq: GEOL 201, 202 or GEOL 101, 102, 104, 105; concurrent or previous enrollment in CH 211, 212, 213, or 211, 222, 223; or instructor's consent.

312 Mineralogy III: Systematic Mineralogy (5) Optical mineralogy: Silicates and nonmetallic in hand samples and under petrographic microscopes. Prereq: GEOL 311 or instructor's consent.

313 General Petrology (5) Introduction to igneous, metamorphic, and sedimentary petrology with laboratory. Prereq: GEOL 311, 312, or 313.

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. Prereq: GEOL 101-104 or 201-203; GEOL 311, 312, 313.

350 Structural Geology (3) Description, analysis, and origin of geologic structures including faults, folds, and tectonites. Focus on kinematic and dynamic analysis of deformation of earth materials. Prereq: GEOL 101-104 or 201, 202, 203; GEOL 313 or instructor's consent. Coreq: GEOL 351 or 352.


401 Research: [Topic] (1-21R) P/N only

405 Reading and Conference: [Topic] (1-21R) P/N only

406 Field Studies: [Topic] (1-3R)

407/507 Seminar: [Topic] (1-5R)

408/508 Laboratory Projects: [Topic] (1-3R)

409 Practicum: [Topic] (1-3R)

410/510 Experimental Course: [Topic] (1-3R) Recent topics include Geochemistry of Natural Waters and Geodynamics.

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. Prereq: CH 221, 222, 233; 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 assemble textures and fabrics. Prereq: CH 221, 222, 233; 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. Prereq: GEOL 311, 312, 334.

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. Connection procedures for quantitative x-ray analysis. Prereq: GEOL 311, 312, and first-year physics or instructor's consent.

422/522 Accreted Terranes (4) Evolution and accretion of tectonostatigraphic terranes to form the Cordilleran Mountain belt of western United States. Focus on structure, petrology, and stratigraphy. Prereq: GEOL 313, 334.

425/525 Geology of Ore Deposits (5) Porphyry-copper-ebenoid, epithermal, massive sulfides in volcanic rocks, and base and precious metals in sedimentary rocks. Geologic setting, alteration and ore metal assemblages, and geochemistry of ore formation. Prereq: CH 221, 222, 223; GEOL 311, 312, 313.

431/531 Paleontology I: Paleozoic Marine Fossils (4) Biostatigraphy, evolution, and paleoecology of life on earth; Paleozoic and some Mesozoic marine invertebrates. Lectures and laboratory exercises on fossil specimens. Prereq: GEOL 103 or 203, GEOL 106, or instructor's consent.

432/532 Paleontology II: Mesozoic and Cenozoic Marine Invertebrates (4) Mesozoic and Cenozoic marine invertebrates. Lectures and laboratory exercises on fossil specimens. Prereq: GEOL 103 or 203, GEOL 106, or instructor's consent.

433/533 Paleontology III: Nonmarine Fossils (4) Fossil plants, fish, amphibians, reptiles, and mammals. Lectures and laboratory exercises on fossil specimens. Prereq: GEOL 103 or 203, GEOL 106, or instructor's consent.

435/535 Paleopedology (4) Soil formation; mapping and naming fossil soils; features of soils in hand specimens and petrographic thin sections; interpretations of ancient environments from features of soil. Prereq: GEOL 311, 312. 

450 Field Geology (10) Geological fieldwork in selected parts of Oregon; emphasizes mapping at several scales in sedimentary, igneous, and metamorphic areas. Mapping on topographic and air-photo bases. Prereq: GEOL 334, 350. A course in mineralogy and lithology recommended. Offered summer session only; meets in the field for six weeks immediately after spring term.

461/561 Ground-Water Hydrology (4) Study of the origin, motion, and physical and chemical properties of groundwater. Emphasizes quantitative analysis of flow and interaction with the alluvial hydrosphere. Prereq: GEOL 101, 102, 103 or instructor's consent; one year each of calculus, chemistry, and physics.

462/562 Neotectonics and Quaternary Geology (3) Interpretation of active structures from deformed Quaternary sediments and surfaces using selected histories. Field project uses air photos and field techniques. Prereq: GEOL 350, GEOL 334 or 463/563.

465/565 Tectonics (3) Tectonic processes and examples. Global kinematics of plates and the forces that drive them. Continental deformation in compression, shear, and extensional settings. Prereq: GEOL 330 and calculus or instructor's consent.

475/575 Advanced Structural Field Geology (3) Structural mapping, analysis, and field techniques. Focus on natural examples of fault and related deformation. Prereq: GEOL 350, 450 or instructor's consent. R: with instructor's consent for maximum of 9 credits.

483/583 Introduction to Geophysics (4) Origin and composition of the earth, gravity and isostasy, geodynamics, seismic wave propagation and deep seismic structure, heat flow, and plate tectonics. Prereq: one year of calculus and physics or instructor's consent.

484/584 Exploration Geophysics (3) Theory and methods used in geophysical mapping and resource exploration. Exploration seismology, gravity and magnetic surveys, remote sensing, interpretation, electrical and electromagnetic methods. Prereq: one year of calculus and physics.

485/585 Inverse Theory (4) Introduction to discrete inverse methods and their applications to data. Includes probability and statistics, method of least squares, maximum likelihood inversion, and factor analysis. Prereq: one year of calculus, one course in differential equations or instructor's consent.

486/586 Geodynamics (4) Introduction to the processes of the Earth's physical workings. Includes the study of lithosphere, viscous flow, and heat transport. Prereq: one course in differential equations.


488/588 Introduction to Seismology (4) Introduction to observational, theoretical, and computational seismology. Includes review of earth structure, source representation, ray theory, and seismic wave phenomena. Prereq: one course in differential equations.

490/590 Introduction to Geochemistry (3) Analytical techniques of geochemistry; distributions of elements; lunar and planetary geoch­ emistry; use of terrestrial, extraterrestrial, cosmic, isotopic, and sedimentary geochemistry; oceans and atmosphere. Prereq: GEOL 311, 312 or CH 115/111, 412/512, 413/513 or instructor's consent.

472/572 Aqueous Geochemistry (4) Principles of aqueous chemistry and their application to natural waters (geothermal, diagenetic, continental brines). Application of equilibrium calculations: stability (nonradiogenic and radiogenic) and radioactive isotopes in geochronology and as tracers for geological processes. Prereq: GEOL 470/570 or equivalent.

BI 485/585 Paleobiology and Paleoecology (3) See Biology

690/590 Perspective Overview of Geology (2) Lectures by various department faculty members on the development and present trends of geology. Lectures and readings combined with preparation of written and oral reports. Prereq: geological sciences major with upper-division standing.

BI 485/585 Methods of Pollen Analysis (3) See Biology

503 Thesis (1-16R) PIN only

607 Seminar [Topic] (1-5R) See Biology

688 Laboratory Projects [Topic] (1-3R)

690 Practicum [Topic] (1-3R)

610 Experimental Course [Topic] (1-5R)

620 Advanced Igneous Petrology (3) Igneous rocks of the ocean floor, continental margins, and stable continental interior including basalt, calcalkaline series, and granites. Content varies according to research interests. Prereq: GEOL 414/514, 471/571 or equivalent.

621 Advanced Metamorphic Petrology (3) Advanced topics in metaporphic petrology. Thermodynamics and equilibrium of heterogeneous systems including silicates, non-silicates, and fluids. Quantitative formulation of important processes for metamorphic studies. Prereq: GEOL 414/514, 471/571 or equivalent.

622 Advanced Stratigraphy and Sedimentology (3) Advanced topics in stratigraphy and sedimentology. Prereq: GEOL 431/531, 433/533, or 435/535, or instructor's consent. R when topic changes.

623 Advanced Paleontology II: Topics in Paleobiology [Topic] (3R) Examination of recent developments in paleontology and paleoecology. Reading list from current literature followed by group discussion. Prereq: GEOL 431/531, 433/533, or instructor's consent. R when topic changes.

633/533 Advanced Paleontology III: Micro- and Macro- Planktonic and Benthic Paleontology (3) Study of the evolution, ecology, and paleoecological significance of microplanktonic and benthic foraminifera. Prereq: GEOL 431/531, 433/533, or instructor's consent. R when topic changes.


640 Topics in Global Stratigraphy: [Topic] (3R) Stratigraphic record in different parts of the world. Global events, major paleoclimatic changes, and creative efforts, extinctions, faunas, and provinces, and migrations. R when topic changes.

641 Advanced Topics in Clastic Sedimentology: [Topic] (3R) Recent developments in study of the provenance, depositional environments, and diagenesis of clastic sedimentary rocks. Topics may change from year to year. Prereq: GEOL 431, 461/561, or instructor's consent. R when topic changes.

644 Advanced Topics in Carbonate Sedimentology: [Topic] (3R) Recent developments in study of the diagenesis, depositional environments, and diagenesis of carbonate sedimentary rocks. Topics may change from year to year. Prereq: GEOL 431, 461/561, or instructor's consent. R when topic changes.

650 Advanced Structural Geology: [Topic] (3R) Quantitative analysis of structures, focusing on faults and related structures. Problems involve stress and strain inversion from map and field data. Prereq: calculus, GEOL 350 or instructor's consent. R twice with instructor's consent for maximum of 3 credits.

658 Metamorphic Field Geology (4) Field observations of metamorphic rocks. Recognition of fabrics, facles, and structures that provide the basis for understanding mechanisms of metamorphic terranes. Field project and report.

667 Advanced Seismology (3) Mathematical treatment of wave propagation in rocks, both and surface waves. Methods discussed include WKB, Kirchoff migration, Carland-D'Hoop homography, and finite difference wave-field continuation. Prereq: partial differential equations and PHYS 211/212 or instructor's consent. R when topic changes.


677 Topics in Terrestrial Igneous Geochemistry and Tectonics: [Topic] (3R) Distribution of minor and trace elements among igneous phases: earth's upper mantle; origins of magma and their differentiation and contamination; tectonic setting of and controls on magma. Prereq: GEOL 470/570 or instructor's consent. R when topic changes.

692 Volcanology (3) Processes of volcanism, origin of magma, eruption mechanisms, and relationship of volcanism to orogeny and tectonic processes.

**GERMANIC LANGUAGES AND LITERATURES**

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**FACULTY**


**Emeriti**

Peter A. Gottsch, professor emeritus A.B., 1932, Haverford; M.A., 1936, Princeton, Ph.D., 1936, Marich. (1961)


Audrey F. Williams, professor emerita. B.S., 1921, M.A., 1923, Oregon, Ph.D., 1936, Marburg. (1935)


The dates in parentheses of 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 two options leading to the bachelor of arts (B.A.) degree in German: German language, literature, and culture, German and Scandinavian.
The following courses cannot be applied to the work in German: are advised to become a second language and literature major nor be schools we favor a student with a grade successful of at least a second term of Second-Year German admission to schools and business foreign careers. A bachelor's degree in German for a major in.

The department does not accept a grade at C- or below in any course used to fulfill requirements for a minor in German.

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 language, 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 German languages. Recent graduates of the department have had considerable success being admitted to schools of law and business.

Major Requirements

The following courses cannot be applied to the major: German for Reading Knowledge (GER 327, 328, 329), Special Studies (GER 199), Reading and Conference (GER 405), Special Problems (GER 406), Workshop (GER 408), Practicum (GER 409).

Courses taken outside the Department of Germanic Languages and Literatures may not be used to satisfy major requirements.

Both options require twelve graded upper-division courses (18 credits) as listed below. Majors must be proficient in the German language, typically demonstrated by satisfactory completion of at least the third term of Second-Year German (GER 203) or the second term of Intensive Second-Year German (GER 208).

German Language, Literature, and Culture Option

1. Five upper-division German language courses (20 credits)
2. Seven upper-division German literature and culture courses (28 credits)
3. Of these twelve courses:
   a. Six courses must be taken on the OU campus
   b. At least four must be 400-level GER-subject code courses, two of which must be taken at the OU
   c. One course may be taken pass/no pass
   d. Only one course from GER 395, 391, 392, 394 may count toward the major

Students who wish to study in Germany should plan their course work carefully.

German and Scandinavian Option

1. Proficiency in a Scandinavian language, demonstrated either by evaluation by the Scandinavian adviser or by successful completion, with grades of mid-C or better, of either DANE, MORW, or SVWED 205. A Scandinavian adviser should be consulted about using Finnish to fulfill this requirement.
2. Four graded upper-division GER courses (16 credits)
3. Seven upper-division Scandinavian courses (28 credits) including:
   a. Three language courses in one Scandinavian language
   b. Three Scandinavian literature courses
   c. One Scandinavian culture course

Honors

To earn a bachelor of arts with honors, a student must maintain a 3.80 grade point average (GPA) and write an honors essay or thesis approved by the departmental honors committee for 4 credits in Thesis (GER 403). More information is available from departmental undergraduate advisers.

Minor Requirements

The Department of Germanic Languages and Literatures offers a minor in German, one in Scandinavian, and one in German area studies.

The following courses do not count toward the German minor: Special Studies (GER 199), German for Reading Knowledge (GER 327, 328, 329), Reading and Conference (GER 405), Special Problems (GER 406), Workshop (GER 408), Practicum (GER 409).

German Minor. The German minor correlates well with areas involving international or Europe concentration. It is particularly useful for students of international business, European history, sociology, political science, theater, and art history.

The minor requires:
1. Proficiency in a Scandinavian language, demonstrated either by evaluation by the Scandinavian adviser or by successful completion, with grades of mid-C or better, of either DANE, MORW, or SVWED 205. A Scandinavian adviser should be consulted about using Finnish to fulfill this requirement.
2. Seven upper-division Scandinavian courses (28 credits) including:
   a. Three language courses in one Scandinavian language
   b. Three Scandinavian literature courses
   c. One Scandinavian culture course

Specific questions about the Scandinavian minor should be addressed to departmental undergraduate advisers in Scandinavian.

Study Abroad

The department encourages students of 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 during the summer at the Deutsche Sommerhalle am Pfadl in Freiburg.

Students in all University of Oregon overseas study programs enroll in courses with subject codes 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. Students majoring or minoring in German must consult them about their proposed courses of study in the
Baden-Württemberg program before beginning their year abroad. Study in Germany (GER 217) is also recommended in preparation for the German university language-qualifying examination and for general orientation.

German majors are required to complete six courses on the Eugene campus, two of which must be 400-level courses with the GER subject code, unless they intend to graduate in absentia while enrolled through the Baden-Württemberg program. (See International Education and Exchange in the Campus and Community Resources section of this bulletin.) 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 literature as an Oregon secondary teacher with the German endorsement may obtain information from the Office of Academic Advising and Student Services, 154 Oregon Hall.

Graduate Studies

The graduate program in German, which offers the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees, concentrates on the analysis of literary and critical discourse, such as romanti
down, idealism, historicism, psychoanalysis, expressionism, and cr
criticism of ideology, that helped shape the European intellectual tradi
tion.

The purpose of the graduate curriculum is to acc
duate students with the history of German litera
to place this history in the European con
text, and to provide tools for a critical analysis of the discourse involved. This flexible program encourages comparative, theoretically oriented work.

The core curriculum consists of six courses: GER 621, 622, 623, 624, 625, 626. Students take one course each term. These courses are grouped ac
cording to common themes to give the program a topical and co
tical coherence. The core courses are paired with seminars of related or comple
tary content, and students are encouraged to explore connections between courses.

In the first year the core courses are genre ori
donated (narrative, drama, and lyric), and, while their content may vary with the instructor, they are intended to present in general terms the his
tory 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 (GER 624) ac
duates students with important aspects of German philosophical discourse since Kant

2. Translations—Transformations (GER 625) pre

ts 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 Extraordinary Writing (GER 626) addresses writing that has tradi
tionally been excluded from the literary canon, e.g., autobiography, letters, travel
gues, diary, children's literature, and popular literature.

Students should consult an appropriate adviser in the Germanic languages and literatures department for information about the M.A. degree in teaching German.

German Courses (GER)

These courses listed here cannot be offered every year, students should consult the most re
cent UO Schedule of Classes.

101, 102, 103 First-Year German (5,5,5) Pro

vides a thorough grammatical foundation and an elementary reading knowledge of German as well as an understanding of the spoken lan

guage.

104, 105 First-Year German (7,7) Covers the same work as GER 101, 102, 103. Sequence.

156 Field Studies [Topic] (1-28)

158 Workshop [Topic] (1-28)

159 Special Studies [Topic] (1-5R)

201, 202, 203 Second-Year German (4,4,4) Grammar and composition, reading selections from representative authors, conversation. Sequence. Prereq: GER 103, GER 105, or the equivalent.

204, 205 Intensive Second-Year German (6,6) Covers the same work as GER 201, 202, 203. Sequence.

206, 207 Intensive Intermediate German (6,6) Covers the same work as GER 201, 202, 203. Sequence.

220 Intermediate Language Training (4,4) Intensive practice in speaking and writing German, covering grammatical structures in writing. Prereq: GER 203 or equivalent.

277, 278 Recent German Literature (4,4) Literature of the Third Reich, World War II, and the German Cultural Reconstruction. Prereq: GER 203 or equivalent.

279, 280 Reading Knowledge (4,4) Intensive practice in grammar; reading texts in the student's own field. Sequence. Prereq: GER 203 or equivalent. Recommended for students who want extra training in translation.

340, 341 Introduction to German Culture and Society (4,4) Writings by such figures as Kant, Marx, Freud, and Weber. Readings, discussion, and written assignments in German. Prereq: GER 203 or equivalent. Typically offered in the spring of each year.

350 German in Literature (4) Studies on such genres in German literature as novel, 20th-century drama, political poetry. No knowledge of German required. Readings and discussions in English.

351 Constructions of Identity in German Culture (4) Examines the social construction of identity in German literature and culture. Addresses topics of plural voices and narratives in German-speaking cultures. Topics vary.

352 Authors in German Literature (4) Represe

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GERMANIC LANGUAGES AND LITERATURES

601 Research: [Topic] (4R) General focuses on a single genre such as drama, poetry, or prose. Further limited by a time frame or subgenre such as historical drama, ballad, or novel. Prereq: graduate standing or instructor's consent. R when topic changes.

666 Genres of German Literature: [Topic] (3R) Generally focuses on a single genre such as drama, poetry, or prose. Further limited by a time frame or subgenre such as historical drama, ballad, or novel. Prereq: graduate standing or instructor's consent. R when topic changes.

690 Literary Studies: [Topic] (4R) Research methods, literary theory, history of German literature, and advanced methodology. Typical topics include contemporary literary, major German critics, literature and nonliterary forms. Prereq: graduate standing or instructor's consent. R when topic changes.

FINNISH COURSES (FINN)

199 Special Studies: [Topic] (1-5R)

NORWEGIAN COURSES (NORW)

101, 102, 103 First-Year Norwegian (5,5,5) Thorough grammatical foundation in idiomatic Norwegian with emphasis on both reading and speaking the language. Sequence.

199 Special Studies: [Topic] (1-5R)


SCANDINAVIAN COURSES (SCAN)

196 Field Studies: [Topic] (1-3R) 
198 Workshop: [Topic] (1-3R)

199 Special Studies: [Topic] (1-3R)

350 Introduction to Scandinavian Culture and Society (4) Presentation of Scandinavian life and achievements in music, science, architecture, theater, and film in the context of social and political developments. Readings and discussions in English.

351 Periods in Scandinavian Literature (4) Student discussion, oral presentations, and written papers. Possible topics are modern breakthrough and modernism in Scandinavian literature. Readings and discussions in English.

352 Topics in Scandinavian Literature (4) Student discussion, oral presentations, and written papers. Topics include war and peace, folk literature, film as narrative. Readings and discussions in English.

353 Scandinavian Women Writers (4) Interaction between literature and society in fiction written by women. Readings range from 19th-century Icelandic sagas to works by contemporary authors. Readings and discussions in English.

354 Genres in Scandinavian Literature (4) Student discussion, oral presentations, and written papers. Recent topics include short narrative fiction and Scandinavian dramas. Readings and discussions in English.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-5R)

403 Thesis: [Topic] (1-5R)

405 Reading and Conference: [Topic] (1-5R)

409 Practicum: [Topic] (1-5R)

SWEDISH COURSES (SWED)

101, 102, 103 First-Year Swedish (5,5,5) Thorough grammatical foundation in idiomatic Swedish with emphasis on both reading and speaking. Sequence.

199 Special Studies: [Topic] (1-5R)


399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-5R)

403 Thesis: [Topic] (1-5R)

405 Reading and Conference: [Topic] (1-5R)

409 Practicum: [Topic] (1-5R)
HISTORY
175 Prince Lucien Campbell Hall Telephone (503) 346-4802 James C. Muhr, Department Head

FACULTY

EMERITI
Edwin E. Bingham, professor emeritus. B.A., 1941, M.A., 1942, Occidental; Ph.D., 1951, California, Los Angeles. (1945)
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 advisor.
Barbara Corrado Pope, women's studies advisor.

UNDERGRADUATE STUDIES
The study of history offers both a framework for a liberal education and the background that is essential for successful participation in 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 curriculum four years of social studies, four years of English, and as much preparation as possible in a foreign language. It is recommended that students transfer to the university at the end of the sophomore year so that they may 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 historical 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 and the history peer advising office.

The advising coordinator assigns a faculty advisor from whom approval of a program of courses must be obtained. The faculty advisor is available for periodic review of the program and guidance in major work. A staff of undergraduate peer advisors is available in the history office 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 1994. Students enrolled as history majors prior to that time may fulfill the requirements in effect at the time they declared the major or the present requirements. Specific information may be obtained from the undergraduate advising coordinator.

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 either by satisfactory completion (C- or better) of at least the third term, second year of a foreign language or by an examination, administered by the appropriate department, showing language competence equivalent to that attained at the end of two years of college study. History courses that satisfy major requirements must be taken for letter grades. Twenty-one upper-division credits, including at least three courses numbered 400-499, and all courses taken to fulfill the research paper requirement must be taken at the University of Oregon. Specific requirements follow:

1. At least 45 graded credits in history courses; 29 must be upper division, including 21 at the 400 level. No more than 6 graded credits of Reading and Conference (HIST 405) may be used to fulfill major requirements.
2. 8 upper-division credits in history before 1800
3. 8 upper-division credits in two of the following three fields and 4 credits is the third:
   a. European history
   b. United States history
   c. African, Asian, or Latin American history (if 8 credits, all 8 must be taken in one of the three areas)
4. A research paper written in a seminar (HIST 407). In exceptional circumstances a term paper written in a colloquium (HIST 408) or in a 400-level lecture course may be expanded into a research paper. Students who have received approval from the director of undergraduate studies for this option are to enroll in Reading and Conference (HIST 405) for 2 graded credits.
The arrangement for writing a research paper begins on the next page and includes the steps required not only the approval of the director of undergraduate studies but also the agreement of the instructor for the relevant 400-level course to teach the reading and conference course and to supervise the writing of the research paper. This procedure for writing a research paper does not duplicate the seminar experience. It should not be used to compensate for a student's lack of planning or preparation. It should be permitted only when there are strong pedagogical reasons for pursuing it in particular cases.

5. A grade point average (GPA) of 2.50 or higher in history courses taken at the University of Oregon. A mid-C or better is required in courses taken to fulfill the research paper requirement.

History Honors Program

The honors program in history provides an opportunity for capable and highly motivated history majors to develop their interests in historical research by writing a thesis during the senior year. To be eligible for admission to the program, students must have completed at least 28 credits in history, of which at least 16 upper-division credits must have been taken at the University of Oregon. The grade point average in all history courses must be 3.50 or better. Students who satisfactorily complete the thesis and related work and fulfill the requirements of the history major are eligible for a bachelor's degree with honors in history. Information about procedures for admission to the honors program, the course of study, the nature of the thesis, and the oral examination on the thesis may be obtained from the history department staff.

Minor Requirements

The minor requires 25 credits in history taken for letter grades. Of these credits 21 must be upper division and include one course in history before 1800 in any field. Thirteen of the upper-division credits must be in history courses.

Twenty-one upper-division history credits, including two courses numbered 410-449 and a seminar (HIST 437), must be taken at the University of Oregon.

Students must have a grade point average (GPA) of 2.50 or better in history courses taken at the University of Oregon. A grade of mid-C or better is required in a seminar taken to fulfill the minor requirement.

Secondary School Teaching

Although the University of Oregon does not offer professional preparation of social studies teachers, an academic major in history provides a strong subject-matter background for entry into a secondary teacher-education program. Students interested in teaching careers may obtain information about teacher education through the Office of Academic Advising and Student Services, 164 Oregon Hall.

GRADUATE STUDIES

The department offers graduate instruction leading to the degrees of master of arts (M.A.) and doctor of philosophy (Ph.D.) specializing in the United States, European, East and Southeast Asian, and Latin American history.

Admission

Procedures for admission to do graduate work in history include the following:

1. A completed Graduate Admission Application
2. Transcripts of all college work
3. Three letters of recommendation
4. Scores on the verbal and quantitative sections of the Graduate Record Examination (GRE)
5. Test of English as a Foreign Language (TOEFL) scores are required for international students
6. A sample of written work and a statement of academic purpose

A number of graduate awards in the form of graduate teaching fellowships are available each year for entering graduate students.

Fields of Study

The primary fields are ancient history, medieval history, contemporary history, the United States, and the USSR. The secondary field may be any of the following:

1. Broad overview of a second primary field
2. Limited but significant aspect of a second primary field
3. Field encompassing primary fields devised by the student
4. Work outside the history department related to the primary field.

Master of Arts

Applicants are expected to have completed an undergraduate degree in the liberal arts with emphasis on history. The M.A. program is typically completed in two years of full-time study. Students in their first year take Historical Methods and Writing (HIST 632, 633, 634). They must take at least 5 additional seminar credits (HIST 707 or 607). Before receiving the degree, they must demonstrate competence in a foreign language.

Students must write a master's thesis in their primary field and take at least 9 credits in their secondary field. They must pass an 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 Writing (HIST 612, 613, 614). They must take two seminars or colloquiums (HIST 537 or 607, HIST 508 or 608). 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 at least one foreign language. Additional language requirements may be set by individual faculty advisors according to the demands of their fields. Upon satisfactory completion of the field requirements and demonstration of language 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

HISTORY COURSES (HIST)

101, 102 Western Civilization (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.

120, 121 World History to 1700 (4,4) Survey of major world cultures and civilizations, and their interactions, from ancient times to ca. 1700. 120: Middle East, China, India, Mediterranean through Islamic emergence. Introduction to civilizations of Japan, Sub-Saharan Africa, Meso-Americas. 121: interactions of civilizations to ca. 1700, especially missionary religions, “barbarian” invasions, imperial organization, and trade.

122, 123 World History since 1700 (4,4) History of the world in the modern era; includes political thought and structures, economic and social relationships, and intellectual and cultural developments. 122: modern imperialism in a global context. 123: the present century of world crisis. 199 Special Studies [Topic] (1-5) Problem-oriented study course designed for students interested in history who may or may not become majors.

220, 221 United States (4,4) Economic and social change in America; the development of political, diplomatic, and cultural traditions and the rise of urbanization and industrialization. 220: Native Americans, settlement, Puritans, Enlightenment, Revolution, Republic, Jacksonian era, expansion, slavery, reconstruction. 221: Gilded Age, progressivism, the 1920s, New Deal, world wars and Cold War, social and intellectual change.

240 War and the Modern World (4) Evolution of the conduct of war in the 19th and 20th centuries as a reflection of social, political, and technological developments.

245 U.S.-USSR Shared History (4) U.S.-USSR shared historical experiences that extend far beyond diplomacy, trade, and international adversity or alliance. Focus includes frontier expansion, revolution, industrialization, imperialism, ways of seeing the world. Kimbali.

250, 251 African American History (4,4) The African background, development of slavery, the Civil War and Reconstruction, the first century African American experience. Taylor.

252 African Americans in the West (4) Focuses exclusively on the African American population west of the Mississippi with particular reference to blacks in the Pacific Northwest. Taylor.

259 Foundations of East Asian Civilization (4) Chronological and topical survey of China, Japan, and Korea civilizations; contrast of both to the West. Confucian ethics to bureaucratic empire in China, feudalism and tools of modern Japan. Goble.


292 Japan, Past and Present (4) Introduction to Japanese culture emphasizing persistence and change in values and social behavior. Topical and analytical approach showing patterns of influence of Japanese institutions and processes. Hanes.
301, 302, 303 Europe since 1789 (4.4) Political, social, economic, and cultural trends from the French Revolution to the present. 301: 1789 to 1870. 302: 1873 to 1918. 303: 1918 to the present. McCola.

307 The Study of History (4) Introduction to historical reasoning and research methods.

308, 309 History of Women in the United States (4.4) Survey of the diverse experiences of American women from colonial times to the present. 308: 1600 to 1870. 309: 1870 to the present.

310 Perceptions and Roles of Women from the Greeks through the 17th Century (4) The ways in which perceptions about women's role in society partially reflected and partially contended with their actual role. Male.

311 Women and Social Movements in Europe from 1750 to the Present (4) Methods used by women to improve their position in society, e.g., participation in revolution and voting. Reasons for success or failure of these movements. Male.

318, 319, 320 Europe in the Middle Ages (4.4) Social, political, and economic conditions in Western Europe from 1075 to 1450. 318: 1075–1000—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 intellectual life, and the effects of war and the Black Death on 14th-century economy and society. Male.

325, 326 Africa (4) 325: explores the development of African history to 1800 and analyzes ancient kingdoms, slave trade, and coining of Europeans. 326: European colonial role and African reaction; emergence of independent nations post-1960. Female.

327 The Age of Discoveries (4) European exploration and seaborne empires, 1270–1600. Motives, technology, and institutions of the Italian and Iberian empires. Medieval travels to Asia; Venetian and Genoese missions; Spanish conquest of Mexico. HIST 101, 102, or equivalents recommended. Roncevaux.


331, 332, 333 England (4,4.4) British history from Roman times to the 20th century. 331: institutional, constitutional, and economic development of England from the Saxon–Norman–British period to the 16th century. 332: political, religious, economic, and social change from the Tudor age to the Industrial Revolution. 333: the Victorian age and the 20th century with emphasis on the two periods of modern Britain's social and economic problems and position in Europe and the world. McGowan.

335, 336, 337 France (4,4.4) 335: the Middle Ages to the French Revolution—establishment of centralized monarchy; society in Fancise rigour; 17th-century classicism; collapse of the old order. 336: 1789–1870—French Revolutions of 1789, 1830, and 1848; Napoleonic Empire; monarchy, republicanism, and dictatorships; society, art, and religion in post-Revolutionary France. 337: 1870 to the present—De Monarchie and The Republic; the Dreyfus affair; popular front, fall of France and Resistance; Algeria, de Gaulle, the 1968 student movement. Biren, Sheridan.

340, 341, 342 Germany (4,4,4) 340: Germany in the late Middle Ages and Reformation from 1410 to 1648. 341: Germany in the Old Regime and Age of Revolution from 1648 to 1848. 342: modern Germany from 1848 to 1945. Theibault.

346, 347, 348 Russia and the Soviet Union (4.4,4.4) The Kievan state; creation of the Russian Empire; political, social, and economic developments. 347: revolutionary Russia, 1804 to the present. Kimmell.


353, 354 American Foreign Relations since 1933 (4,4) World War II and background of the Cold War, 1941–45: military, political, and diplomatic developments. 353: origins of the Cold War; diplomacy and politics, 1945–49; and the Korean War. May.

357 The South (4) Regional history of the South and of successive Southern ways of life. Evolution of the South as a bewildering society, its bid for independence, and its subsequent redefinitions and adaptations to national norms. Maddox.

359 Religious Life in the United States (4) Planting, adaptation, development, and social role of religious groups and traditions in the United States from the colonial period to the present. Maddox.


363 American Business History (4) American businesses from their colonial origins to the present. Focus on interaction between the political, social, economic, and ideological environment and the industrial structure and activities of business enterprises. Pope.

380, 381, 382 Latin America (4,4.4) 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 to postcolonial to political independence, and the Cold War, 1750–2100. 382: reform and revolution in modern Latin American history, 1910 to the present. Sophomore standing recommended.

385, 386 India (4,4) 385: history of India from the Mogul Empire to the establishment of East India Company rule in the early 19th century. 386: history of India under British rule, the rise of nationalist politics, and the subcontinent in the years since independence. McGowan.

388 Vietnam and the United States (4) Vietnamese society and history; the First Indochina War, origin and escalation of United States involvement in Vietnam; de-escalation and defeat. May.

390, 391, 392 East Asia in Modern Times (4,4.4) Political, social, and diplomatic history of China and Japan, with some attention to Korea and Southeast Asia, from 1800 to the present. See Special Studies: [Topic] (1–5R).

401 Research: [Topic] (1–5R) PIN only. 

405 Thesis (1–5R) PIN only. 

407/408 Research and Conference [Topic] (1–5R) 

409/410 Seminar: [Topic] (5R) Current topics include African Americans in the West, Ancient Slavery, Japan, Machiavel, and Medicine in Society.

408/409 Colloquium: [Topic] (1–5R) Current topics include Southeast Asian Ethnography.

410 Supervised Tutoring Practicum: [Topic] (1–5R) 

410/510 Experimental Course: [Topic] (1–60) A recent topic is Age of Reform.

411/511 Topics in Social History: [Topic] (4R) Variables topics include popular culture, peasants, family history, elites, popular uprisings, and popular movements. R when topic changes.


418/518 Social and Economic History of Medieval England, 1050–1500 (4) Detailed study of selected topics such as towns, women and family, demography, and impact of war on society. Prelim. HIST 319, 320 or instructor's consent. Male.


426/526, 427/527 Modern European Thought and Culture (4,4) Major issues in the cultural and intellectual life of Europe, 1780–1950. 


428/528 Europe in the 20th Century: [Topic] (4R) War, revolution, social change, political transformation, and related intellectual and cultural developments in Europe from the Great War of 1914–1918 through the present. Prelim. HIST 302 or 303 or equivalent. R when chronological or thematic topic changes.


437/534 Topics in Modern British History: [Topic] (4R) Selected topics in modern British history from 1700 to the present. Emphasis varies. R when topic changes.
HONORS COLLEGE

320 Chapman Hall
Telephone (503) 346-5414
David Jacobs, Director

FACULTY


Josef C. Freyhof, associate professor (European intellectual history), B.A., 1972, California; Davis; M.A., 1973, California; Santa Barbara; Ph.D., 1985, California; Davis. (1986)


Dennis Zeeb, assistant professor (ecology, evolution), B.S., 1969, Oregon; M.S., 1971, Scripps; Ph.D., 1984, Oregon. (1986)

The date or availability of the end of each entry is the first year on the University of Oregon faculty.

Participating

Deborah Baumgold, political science

William E. Brandhuber, biology

Stephen W. Durrant, East Asian languages and literatures

Michael N. Dyer, mathematics

Deborah Frisch, psychology

Gordon G. Golke, geological sciences

Joseph A. Hynes Jr., English

David Jacobs, political science

Benton Johnson, sociology

M. Allan Kays, geological sciences

Van W. Kelvin, economics

James W. Long, chemistry

Kenneth R. O'Connell, fine and applied arts

John M. O'Neal, political science

Barbara Comacho Pope, women's studies

Robert Proudfoot, international studies

F. Regine Folds, Romance languages

Mary Rempe, sociology

Cheyne, C. Ryan, philosophy

George J. Sheldon Jr., history

Anne D. Sirois, psychology

Richard C. Stevenson, English

Mark A. Thurn, economics

Robert L. Zimmerman, physics

ROBERT DONALD CLARK HONORS COLLEGE

The Robert Donald Clark Honors College is a small liberal arts college of close to 400 students. The purpose of the college is to bring together excellent students and selected faculty members in a challenging and supportive academic program. Carefully designed small classes, a collegial environment, and close advising prepare students for advanced study leading to the bachelor of arts (B.A.) degree in the university departments or professional schools of their choice. Reaching beyond professional or specialized training and beyond the university years, the Clark Honors College seeks to inspire students to a lifetime of broad intellectual curiosity and continuing self-sustaining mental and personal growth. Honors college courses are taught by its own faculty as well as by faculty members from other campus departments. Two writing specialists are on the college staff.

Honors college courses provide an alternative to university group requirements with a balanced curriculum of humanities, social sciences, and sciences. Survey courses taken in the first two years are supplemented with special colloquia and seminars in the junior and senior years. Course enrollments rarely exceed twenty-five students. Each honors college student selects a major from the academic departments or professional schools of the university.

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 made up of faculty members from the major department and the 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 honors college share an openness to new ideas, a commitment to the emergent pursuit of excellence, and a concern for the full, harmonious development of the individual. Honors college students represent interests in all the scholarly disciplines and come from all over the nation and beyond.

Honors college students participate in a wide range of campus and community activities: student and university government and committees; the student newspaper, the Oregon Daily Emerald; University Theatre; The Honors College Creative Arts Journal; the Honors College Connection; School of Music productions; debate; and intramural and varsity athletics.

Many 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, and the Peace Corps.

Facilities

The honors college is located on the third floor of Chapman Hall on the west side of the University of Oregon campus, near both the Knight Library and the UO bookstore.

The honors college facilities consist 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 honors college.

Application Procedure

Application must be made to both the university and the honors college. Information on applying to the university is available from the university's Office of Admissions.

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 honors college office:

1. Completed application form
2. A concise, well-organized essay of 250 to 500 words that critically evaluates one significant aspect of the applicant's education to date and explains, in terms of this evaluation, the important ways the honors college might affect his or her future education
3. Two letters of recommendation from two of the applicant's current teachers
4. High school grade transcripts and results of the College Board Scholastic Assessment Test (SAT) or American College Test (ACT)

Students who have attended another higher education institution, or who are currently enrolled in the university but not in the honors college, may apply for admission if they (1) have a sound academic record; (2) have faculty sponsorship in the form of two letters of recommendation from faculty members who can speak critically to the applicant's qualifications; and (3) have a strong desire for a challenging liberal arts education in addition to specialized work in a major.

Transfer students should forward to the honors college transcripts of all college work to date. Applications and questions concerning the honors college may be addressed to the Director, Robert D. Clark Honors College, 1293 University of Oregon. Eugene OR 97403-1293; telephone (503) 346-3471.

ACADEMIC REQUIREMENTS

Requirements in the honors college substitute for the group requirements that other University of Oregon students must meet for graduation. Although carefully structured, honors college requirements have inherent flexibility and may be adjusted appropriately to suit individual needs and backgrounds. In consultation with advisers, students take full responsibility for understanding and shaping their studies to fit the broad context provided by these requirements. This process is itself a significant part of the educational offering of the honors college.

Full-Year Sequences

History: Honors College History (HC 107H, 108H, 109H)

Literature: Honors College Literature (HC 101H, 102H, 103H)

Additional Courses

Arts and Letters and Social Science Requirement

Students must take a total of three courses in arts and letters and social sciences; at least one course must be taken in each area.

Arts and Letters. Honors College Arts and Letters (HIC 311H, 312H), Women Writers (HIC 315H)

Social Science. Approved courses. For example, Honors College Social Science (HC 303H, 306H) or Honors College Introduction to Neuroeconomics (HC 304H) and Honors College Introduction to Macroeconomics (HC 305H) or approved courses in one of the social science departments.
Mathematics and Science Requirement

Students must take a total of four courses in mathematics and science: at least one course must be taken in each area. Courses may be chosen from the list below.

Mathematics, Honors College Topics in Modern Mathematics (HC 171H, 172H): a course in logic and set theory, topology, game theory, theory of numbers, probability, nonstandard geometry, and computers; or courses chosen from mathematics courses numbered MATH 105 and higher.

Physics, Honors College Topics in Modern Mathematics (HC 171H, 172H); some of the major concepts and areas of research in modern physics, or Honors College Science (HC 201H, 202H, 203H), or other approved courses.

Science. Approved courses. For example, Honors College Topics in Modern Mathematics (HC 171H, 172H) with laboratories: first-year college chemistry for seniors with excellent backgrounds in high school chemistry, mathematics, and physics; or Honors College Introduction to Experimental Psychology (HC 211H, 212H); some of the major concepts and areas of research in modern psychology, or Honors College Science (HC 201H, 202H, 203H), or other approved courses.

Multicultural Requirement

Students must take two approved courses in each of the two multicultural categories described in the Registration and Academic Policies section of this bulletin. HC 315, 412, and 415 are recommended.

Colloquia. The two required colloquia are generally taken in the junior or senior year. Variable topics and fields are designed to be interdisciplinary or intercultural. Recent topics include African American Women Writers, Discussions on Race and Gender, Frontiers of Medicine and Science, the History of Sexuality, International Perspectives, Life Histories, Literatures of Skepticism, Rivers and Wetlands, and Short Story Romance.

Senior Seminar. Coordinated with major departments. Senior Seminar (HC 400H) aids students in the preparation of the senior thesis or creative project.

Other Requirements. 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 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 301H, 302H, 303H), Honors College History (HC 101H, 103H, 105H, 107H, 109H, 111H, 113H, 115H, 117H), and the Senior Seminar (HC 209H). Students who graduate in the honors college generally do not take separate required writing courses. Students who transfer out of the honors college before completing their degree work must satisfy the university writing requirement.

The general university requirements for a bachelor of arts (B.A.) degree include demonstration of second-year competence in a foreign language by completing at least the third term, second year of a foreign language course taken in the language or by a waiver examination.

Before graduating, Clark Honors College students must also meet the particular requirements listed elsewhere in this bulletin, at their major department or professional school. They must have a 3.00 or better cumulative grade point average (GPA) at graduation.

HONORS COLLEGE COURSES (HC)

101, 102, 103 (H) Honors College Literature (4,4R) Study of literature and the nature of literary experience through the reading of great works drawn from English and world literatures.

107, 108, 109 (H) Honors College History (4,4R) Examination, through close study of secondary and primary source materials, of institutions and ideas that have shaped the modern world.

171, 172 (H) Honors College Topics in Modern Mathematics (4,4R) Selected topics chosen to illustrate broad streams of mathematical thought, interwoven with an introduction to a programming language and personal computers. Does not provide preparation for calculus. Prereg: MATH 105 or satisfactory placement test score.

172, 173, 174, 175, 176, 177, 178, 179 (H) Honors College Topics in Modern Mathematics (4,4R) Study of literature and the nature of literary experience through the reading of great works drawn from English and world literatures.

107, 108, 109 (H) Honors College History (4,4R) Examination, through close study of secondary and primary source materials, of institutions and ideas that have shaped the modern world.

171, 172 (H) Honors College Topics in Modern Mathematics (4,4R) Selected topics chosen to illustrate broad streams of mathematical thought, interwoven with an introduction to a programming language and personal computers. Does not provide preparation for calculus. Prereg: MATH 105 or satisfactory placement test score.

196 Field Studies: (Topic) (1-2R)

198 Workshop: (Topic) (1-2R)

199 (H) Special Studies: (Topic) (1-5R) Topics of current interest.

201, 202, 203 General Geology: Earth's Interior Heat and Dynamics, Earth's Surface Processes and Morphology, Evolution of the Earth (4,4R) See Geological Sciences

204 (H) Honors College Introduction to Microeconomics (4R) Principles of microeconomic analysis; focus is on demand and supply behavior in a decentralized market economy.

205 (H) Honors College Introduction to Macroeconomics (4) Principles of macroeconomic analysis; focus is on economic stability, inflation, and aggregate output.

207, 208, 209 (H) Honors College Science (4,4R) Origins of the universe, the chemical origins of life, and evolution. Taught by science department faculty members and designated for nonmajors.

211, 212 (H) Honors College Introduction to Experimental Psychology (4,4R) 211: introduction to perception, memory, learning, and cognition. With laboratory. 212: introduction to the psychological processes affecting social perception and behavior as well as personality development. With discussion. Sequence.

224, 225, 226 (H) Honors College General Chemistry (4,4R) See Chemistry

The following courses are open to sophomores, juniors, and seniors.

301, 302, 303 (H) Honors College Social Science (4,4) The thought, works, and methods of the social sciences.

311, 312 (H) Honors College Arts and Letters: [Topic] (4,4R) Intensive study of major writers, artists, philosophers, and composers. Topics and areas change each term. R when topic changes.

315 (H) Women Writers: [Topic] (4R) Topics and critical approaches vary but always focus on writings by women. R twice when topic changes for maximum of 16 credits.

399 Special Studies: [Topic] (1-5R)

400 Innovative Education: [Topic] (1-5R)

401 Research: [Topic] (1-2R)

402 Independent Study: [Topic] (1-17R) Open only to students accepted in the Independent Study Program described below.

403 Thesis (1-2R)

405 (H) Reading and Conference: [Topic] (1-2R)

406 (H) Special Problems: [Topic] (1-2R)

407 (H) Seminar: [Topic] (1-5R) The 3-credit Sophomore and Junior Seminar explores basic research methods and initiates work on the senior thesis or project. The 2-credit Senior Seminar supports early work on the senior thesis or independent scholarship project.

498SOS (H) Colloquia: [Topic] (1-2R)

Offered in a wide range of topics.

499 (H) Practicum: [Topic] (1-2R)

410 Experimental Course: [Topic] (1-5R)

412 (H) Gender Studies: [Topic] (4R) Historical, cultural, and social scientific explorations of topics that focus on gender, e.g., sexuality, the family, and drug use. Subjects vary. R twice when topic changes for maximum of 12 credits.

415 (H) World Perspectives: [Topic] (4R) Topics vary but always focus on societies and cultures that are non-European or non-continental American. R three times when topic changes for maximum of 15 credits.

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 honors college but not limited to students enrolled in it. The under-graduate 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.) with a major in independent study are usually juniors or seniors. In addition to Independent Study (HC 602), these students must complete basic university B.A. requirements including group requirements, the multicultural requirement, 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 the faculty committee. Students must demonstrate that there are adequate resources at the OU for their program's completion. 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.

Before being considered for the program, applicants must have completed at least two-thirds of the university's group requirements and maintained at least a 3.00 grade point average in college-level work.

Applications for the Independent Study Program are available in the Clark Honors College, 320 Chapman Hall; telephone (513) 346-5414.
HUMANITIES
307 Prince Lucien Campbell Hall
Telephone (503) 346-4069
John Nicos, Program Director

Participating Faculty
Catherine Anne Laskey, English
Steven Lowenstam, classics
Augustine C. A. Thompson, religious studies
John C. Watson, theater arts

Program Committee
James W. Earl, English
Charles H. Lachman, art history
Mavis Howse Maze, history
Grant F. McKenzie, theater arts
John Nicos, history
E. Regina Parks, Romance languages
Preston Pyke, English
Steven Shankman, English
George J. Sheridan Jr., History
Martha Elizabeth Smith, music

GENERAL INFORMATION
The curriculum of the Humanities Program provides opportunities for the student seeking intellectual coherence and integration. Awareness of cultural contexts and traditions, and the connection of humanistic theory to practice. To meet these goals, the Humanities program is pluralistic and multidisciplinary in its approach. The program is designed to provide essential skills and understanding for intelligent action in today's global society. As an added benefit, these courses provide preparation for a wide range of careers.

Major Requirements
The Humanities major is an interdisciplinary bachelor of arts (B.A.) degree program.

1. Majors must complete the requirements for a bachelor of arts degree and the following program requirements or the requirements for the medieval studies program. Any student who enters the major as a junior must take a minimum of 53 credits; 16 of those credits may be in lower-division courses.

Introduction to the Humanities III (10) (HUM 101, 102, 103) Three sequences (at least six courses), one in each of the following fields. One sequence may be lower division.

Arts sequence (including art history, theater history, music history) Philosophy sequence Classics sequence

A list of suggested courses that satisfy these requirements may be obtained from an advisor or from the Humanities Program office.

2. No upper-division course may be used to satisfy more than one major requirement.

3. Grades of mid-C must be earned in all courses taken to satisfy major requirements. For graduation humanities majors must also maintain a 2.5 grade point average (GPA) in required courses.

4. Students are encouraged to complete 407 (Seminar) in any discipline.

5. Proficiency in at least one foreign language, a requirement for the B.A. degree, is central to the humanities major. Although majors are not required to do more than meet the B.A. requirement, it is strongly recommended that they continue language study in upper-division courses.

Honors
The honors program in humanities provides an opportunity for a student to focus on an area of concentration in a written thesis. The requirements for a bachelor's degree with honors in humanities are as follows:

1. Satisfaction of the requirements for the major.
2. A grade point average (GPA) of 3.50 or better in courses taken to meet the upper-division requirements of the major.
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 may be interested in the following courses. See home departments for descriptions.

Biology: Global Ecology (BI 124)
Classics, Greek and Roman Epic (CLAS 301), Greek and Roman Tragedy (CLAS 302), Classical Greek Philosophers (CLAS 303), Classical Comedy (CLAS 304), Latin Literature (CLAS 305), Classic Myths (CLAS 321), Ancient Historiography (CLAS 322), Ancient Rhetoric and Oratory (CLAS 323)
History, Ancient Greece (HIST 412), Ancient Rome (HIST 414), Modern European Thought and Culture (HIST 426, 427)
Landscape Architecture, Landscape Perception (LA 484), Contemporary American Landscape (LA 485)
Philosophy, Philosophy in Literature (PHIL 331), Introduction to Philosophy of Science (PHIL 339)
Theater Arts, Studies in Theater and Culture (TA 471)

HUMANITIES COURSES (HUM)
Introduction to the Humanities III (HUM 101, 102, 103) A senior paper; other humanities courses may be offered periodically. For current offerings refer to the course schedule.

101 Introduction to the Humanities I (4) Ideas and modes of vision Western culture has inherited from the classical period. Readings and discussions focus on literature, philosophy, history, the arts, and religion.
102 Introduction to the Humanities II (4) Ideas and modes of vision Western culture has inherited from the medieval to the Renaissance periods. Readings and discussions focus on literature, philosophy, history, the arts, and religion. Weston
103 Introduction to the Humanities III (4) Ideas and modes of vision Western culture has inherited from the Age of Enlightenment to the modern period. Readings and discussions focus on literature, philosophy, the arts, and science.
199 Special Topics in the Humanities (Topics) (1-5R) Special Topics in the Humanities (Topics) (1-5R) Topics vary and may include the analysis of current issues and critical methodologies in humanities study. Recent topics include Fiction and Postmodernism, Madness, Turner and Ruskin.
The curriculum of general-education courses is determined, and the college is not admitting students for 1985–86. Students who were admitted to the college for the 1983–84 and 1984–85 pilot program and who complete all International College requirements will receive a certificate when they graduate from the University of Oregon. A list of requirements is available in the International College office.

The International College is a University of Oregon residential-learning-living, general-education program that complements any undergraduate major in the College of Arts and Sciences or in one of the professional schools. The curriculum of general-education courses is enhanced by a residential experience. Together they foster an understanding and appreciation of other cultures and a capacity to articulate and analyze global issues from a variety of disciplines and regional perspectives.

INTERNATIONAL COLLEGE COURSE (ICOL)

201 Advanced International Perspectives (4)

Intersidestudy of the arts in a global context. Prereq: ICOL 101, 102, 103 or instructor’s consent.

INTERNATIONAL STUDIES

832 Prince Lucien Campbell Hall

Phone (503) 346-901

Gerald W. Fry, Program Director

FACULTY


The faculty in parentheses, as of 1985–86, are available for technical assistance and consultation. They have been chosen for their superior performance and for their ability to teach and advise. The faculty are listed alphabetically by department.

FACULTY


The data in parentheses at the end of each entry is the first year on the University of Oregon faculty.

University Committee on International Studies

Gerald S. Albinus, marketing (international marketing research).

Samuel K. Coleman, anthropology (cultural anthropology). Japan

Colette G. Craig, linguistics (language and culture, Latin America)

Vernon R. DuPree, anthropology (Africa, political development, Liberia)

Linda O. Fuller, sociology (political economy of developing areas, comparative socialism)

Masahito K. Gala, planning, public policy and management (environmental and resource planning; Micronesia)

Daniel Goldrich, political science (environmental politics, sustainable development, U.S. and Latin American politics)

Michael Huband, planning, public policy and management (community and regional development)

John L. Jacobsen, 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)

Glenn A. May, slavonic (U.S. foreign policy, Philippines, Southeast Asian studies)

Thomas Mills, international education and exchange (office)

Gerardine Moreno, anthropology (human ecology, nutritional anthropology, Southeast Asia)

Alexander R. Murphy, geography (cultural and political geography, Western Europe)

Deanna M. Robinson, journalism and communication (communication and cultural change)

Carol J. Silverman,* anthropology (folklore and Eastern Europe)

H. Leslie Steeves, journalism and communication (public relations, international journalism, East Africa)

Richard P. Sudduth, political science (comparative politics, science policy, Colombia and Japan)

Anne Telles, music (Western Europe)

Rudolph Wenzler, geography (cultural geography, former Soviet Union, Eastern Europe)

Philip D. Young,* anthropology (social anthropology, rural development, Latin America)

Executive Committee

ADDRESS

E-mail: scheid@oregon.uoregon.edu

Fax: (503) 346-5411

USPS: International Studies Program, 5236 University of Oregon, Eugene OR 97403-3200

ABOUT THE PROGRAM

The International Studies Program offers interdisciplinary bachelor of arts (B.A.) and master of arts (M.A.) degrees. Themes of the program are cross-cultural communication and understanding, environmental issues, and international development. A student’s course of study is tailored to meet career objectives, leading to opportunities in education, government, law, communications, business, philanthropic organizations, and volunteer organizations.

UNDERGRADUATE STUDIES

The interdisciplinary bachelor of arts degree offers students 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 interdependent modern world.

Advising. The role of the faculty adviser is central to the program. Students are 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 who want to major in international studies must apply for admission during their sophomore or junior year at the University. Prospective advising and help with application procedures are available at the international studies office. Applicants must meet with an undergraduate adviser to review the application before submitting it for consideration. 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 48 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, four years of one foreign language or the equivalent is required.

The core program may include courses from a number of departments. The minimum requirement is 16 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 456, must be graded.

A maximum of 12 credits in courses taken to fulfill the university group requirements may be applied toward the International Studies major.

A maximum of 24 credits in courses taken in a single department may be applied toward the international studies major, exclusive of the lan-
guage 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 requirement, 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, Eastern Europe, and Latin America, in which the university has programs with curricular offerings from various departments. (See Asian Studies, Latin American 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 must take two introductory courses: Value Systems in Cross-Cultural Perspective (INTL 250), Cooperation, Conflict, and Global Resources (INTL 251). 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: (1) world cultures, (2) population and resources, or (3) problems of development. Students are encouraged to take most of their Block C courses in only one of these subfields.

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, include a one-page abstract, use foreign language sources, and address an international or cross-cultural topic.

**International Studies Honors Thesis.** Students who have a minimum grade point average (CGPA) of 3.50 and want to graduate with program honors are required to write a thirty- to fifty-page thesis. An advisor 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 48 credits required for the international studies major.

The completed thesis must be awarded a grade of mid-B or better by the advisor (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 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 200-level language sequence with a grade of mid-C or better or by an advanced placement examination. The student must be 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 advisor serves as a resource for opportunities abroad. For information about study abroad see International Education and Exchange in the Campus and Community Programs section of this bulletin and index entries under "Overseas study." Advice is available from the Office of International Education and Exchange, 350 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. Those listed 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 advisor, other courses—including Special Studies (199), Seminars (407), and Experimental Course (416)—may be selected from these and other departments.

**Block A: International Relations**

International Studies, Cooperation, Conflicts, and Global Resources (INTL 251), Seminar: Global Environmental Change (INTL 407), Aid to Developing Countries (INTL 422), Business, Global, Legal, Social Environment of Business (US 325), International Management (MGMT 420), International Finance (FIN 623), International Marketing (MKTG 470), International Relations (POL 302), International Economics (EC 380), Problems and Issues in the Developing Economies (EC 390), International Finance (EC 480), International Trade (EC 481), Geography, Political Geography (GEOG 411), Advanced Geography of European-American Regions (GEOG 470), Advanced Geography of Non-European-American Regions (GEOG 475), History, War and the Modern World (HIST 240), U.S.- USSR Shared History (HIST 243), American Foreign Relations since 1933 (HIST 350), American Foreign Relations (HIST 451), Journalism and Communication, International Journalism (I 492), Political Science, Modern World Governments (PS 101), Crisis and Response in International Politics (PS 103), Introduction to Comparative Politics (PS 244), International Relations (PS 205), United States Foreign Policy I (PS 326), International Political Economy (PS 340), International Organizations (PS 400), Theories of International Relations (PS 455), International Environmental Politics (PS 477), National Security Policy (PS 499), Sociology, Sociology of Developing Areas (SOC 450), Systems of War and Peace (SOC 464).

**Block B: Regional Cultures and Area Studies**

**African Studies**

Anthropology, Peoples of South Africa (ANTH 240), Peoples of Central and East Africa (ANTH 245), Peoples of West Africa and the Sahara (ANTH 528), Topics in Old World Prehistory (ANTH 440), English, African American Pros (ENG 310), Folklore, African American Folklore (FRL 486), History, African American History (HIST 250), Africa (HIST 250), Asian Studies

See the Asian Studies section of this bulletin.

**Canadian Studies**

See the Canadian Studies section of this bulletin.

**Latin American Studies**

See the Latin American Studies section of this bulletin.

**Pacific Region Studies**

International Studies, The Pacific Challenge (INTL 400), Anthropology, Pacific Basin Polynesia and Micronesia (ANTH 323), Pacific Basin Melanesia and Australia (ANTH 324), Pacific Islands Archaeology (ANTH 343), Topical Pacific Ethnology (ANTH 405).

**Russian and East European Studies**

See the Russian and East European Studies section of this bulletin.

**South Asian Studies**

International Studies, Gender and International Development (INTL 421), Aid to Developing Countries (INTL 422), Development and the Muslim World (INTL 423), South Asia: Development and Social Change (INTL 442), Anthropology, Peoples of India (ANTH 321), Art History, History of Indian Art (ARHI 207), Geography, Geography of Non-European-American Regions (GEOG 203), History, History of India (HIST 385, 386), Music, Music of the Americas (MUS 359), Musical Instruments of the World (MUS 452), Folk Music of the Balkans (MUS 463), Religious Studies, Buddhism and Asian Culture (REL 300), Southeast Asian Studies

See the Southeast Asian Studies section of this bulletin.

**Western European Studies**

Geography, Geography of European-American Regions (GEOG 202).
Sociology. American’s Peoples (SOC 365), Politi-cal Economy (SOC 420), Sociology of Race Rela-tions (SOC 445), Marxist Sociological Theory (SOC 473), Sociology of Education (SOC 491)

Population and Resources
International Studies: Cooperation, Conflict, and Global Resources (INTL 251)

Anthropology. Evolution of Human Adaptation (ANTH 172), Human Ecology (ANTH 360), Hu-man Biological Variation (ANTH 362), Food and Culture (ANTH 365), Human Adaptation (ANTH 367)


Economics. Resource and Environmental Eco-nomics (EC 433)

English. Literature and the Environment (ENG 469)

Geography. The Natural Environment (GEOG 101), Geography and Environment (GEOG 104), Environmental Alienation (GEOG 461), Historical and Contemporary Views of the Environment (GEOG 462), Geography, Law, and the Environment (GEOG 463)

Geological Sciences. Oceanography (GEOL 307), Earth Resources and the Environment (GEOL 310)

Physics. Physics of Energy and Environment (PFYS 161)

Planning, Public Policy and Management. Environmenal Planning (PPPM 426), Natural Re-source Policy (PPPM 443)

Political Science. Introduction to Environmental Politics (PS 297), Politics and Ecology (PS 474), Environmental Politics (PS 497)

Sociology. World Population and Social Structure (SOC 303), Issues in Sociology of Environment (SOC 416)

Problems of Development
International Studies. Cooperation, Conflict, and Global Resources (INTL 251), International Community Development (INTL 420), Gender and International Development (INTL 421), Aid to Developing Countries (INTL 422), Development and the Muslim World (INTL 423)

Anthropology. Political Anthropology (ANTH 413), Economic Anthropology (ANTH 414), Cul-tural Dynamics (ANTH 415), World Health Problems (ANTH 492)

Economics. Problems and Issues in the Developing Economies (EC 360), Economic Growth and Development (EC 390)

Geography. Urban Geography (GEOG 442)

Political Science. Marxist Political Theories (PS 433), Politics and Ecology (PS 474), Political Devel-opment and Revolution (PS 475), International Environmental Politics (PS 477), Environmental Policies (PS 497)

Sociology. Urbanization and the City (SOC 442), Sociology of Developing Areas (SOC 450)

Graduate Studies
An interdisciplinary master of arts (M.A.) degree program in international studies is offered for stu-dents who contemplate careers in foreign affairs, international organizations, or domestic organiza­tions with international activities. A minimum of 73 credits must be completed for the degree.

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 advisor, 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 and cross-cultural communication, health education and nutrition, international business, international education, international community development, development, and technical assistance. Concentra­tions in other professional areas, such as community development, can be arranged.

Graduates of the International Studies Program serve as international technical advisors, career diplomats, international business and trade experts, analysts in developing countries, international educators, community development professionals, administrators of international programs, and cross-cultural communication consultants.

Admission. The applicant must be a graduate of an accredited four-year college or university with a grade point average (GPA) of 3.00 or better in all academic work. The application deadline is February 1 for the following academic year. A Graduate Record Examination (GRE) score is not required. Students whose native language is not English must verify a score of 795 or better on the Test of English as a Foreign Language (TOEFL) unless they have graduated from an accredited U.S. college or university.

Application and Recommendation forms and additional information about the graduate program may be obtained from the International Studies Program.

Graduate Curriculum
Of the 73 course credits needed to complete the degree, students are required to take a minimum of 28 graded credits: 12 in the interdisciplinary core and 16 in the professional concentration area. A maximum of 24 credits may be taken in any one department in order to permit an appropriate degree of specialization.

Interdisciplinary Core. Majors take 16 credits of interdisciplinary courses in international studies that form the common core of the curriculum.

The core is composed of three major competence areas: cross-cultural communication and understanding, the dynamics of relations between the United States and other countries, and understanding major development theories, 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. Majors take a minimum of 24 credits in their area of profes­sional concentration. Courses in the concentration area are chosen in consultation with an advisor from the relevant co-operating department or professional school. Concentration areas vary according to student interests and needs. For example, given the rapid influx of international students into United States universities, coursework 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

History. Europe since 1789 (HIST 301), Eco­

nomic History of Modern Europe (HIST 425), Modern European Thought and Culture (HIST 420), Europe in the 20th Century (HIST 428)

Political Science. Politics of Western Europe (PS 426), Politics of the European Community (PS 428)

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 Lan­

guages sections of this bulletin.

Block C: Global Perspectives and Issues

World Cultures

Anthropology. Introduction to Cultural Anthro­

pology (ANTH 130), Introduction to Language and Culture (ANTH 183), Selected Topics in Eth­

nology (ANTH 211), Ethnology of Hunters and Gatherers (ANTH 301), Women and Culture II: Creativity and Symbols (ANTH 315), Food and Culture (ANTH 345), Culture and Personality (ANTH 413), Cultural Dynamics (ANTH 415), Race, Culture, and Sociobiology (ANTH 468), Anthropological Perspectives of Health and Ill­

ness (ANTH 469), Polytheistic World Human Science (ANTH 485)

Comparative Literature. Nation and Resistance (COLT 477)

Dance. Dance and Folk Culture (DAN 301), Tribal Dance Cultures (DAN 452)

Education. Values and Human Behavior (CPST 493)

English. World Literature (ENG 107), Intro­

duction to Folklore (ENG 250), Studies in Mythology (ENG 482), Race and Representation in Film (ENG 486)

Environmental Studies. Introduction to Envi­

ronmental Studies: Social Sciences, Humanities (ENVS 291, 203), Environmental Issues (ENVS 413)

Geography. Cultural Geography (GEOG 163), World Regional Geography (GEOG 201), Geog­

raphy of Languages (GEOG 444), Culture, Ethnicity, and Nationalism (GEOG 445), Geog­

raphy of Religion (GEOG 446)

Humanities. Multicultural Studies in the Hu­

manities (HUM 350)

Journalism and Communication. Communi­

cation Economics (J 386)

Linguistics. Introduction to Linguistics (LING 290), Language, Culture, and Society (LING 295), Language, Mind, and Culture (LING 421)

Music. Music in World Cultures (MUS 358)

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 226), Art and the State (PS 301), Political Theory: Modern and Contemporary (PS 432), Politics of Multi-Ethnic Societies (PS 445)

Psychology. Psycholinguistics (PSY 446)
Students interested in a general international studies program (for example, in preparation for the United States Foreign Service) may satisfy this requirement by taking 20 credits emphasizing international political, historical, economic, and cultural factors. Students interested in international communications and journalism might also concentrate on this area.

Each term the International Studies Program conducts a required 1-credit seminar in which students and faculty members explore the field of international studies. Fall term this is a seminar (INTL 655); winter term, Research and Writing in International Studies (INTL 656); and spring term, Ethical Issues in International Research (INTL 657).

Geographic Focus. Majors 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. American students who received their undergraduate degrees from institutions outside the United States may substitute an additional 12 credits in the professional concentration for the 12 credits of geographic focus.

Language Study and Competence. Majors 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 wish 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 4 credits in the geographic focus, 6 credits in the professional concentration area, or 12 credits of the field internship if the language is studied in a country where it is commonly spoken. No more than 16 total credits of foreign language study may be applied toward fulfillment of program requirements.

Through completion of their major’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. The program staff assists students in locating internships, both domestic and overseas, with international organizations. If possible, the internship experience should be related to the student’s career plans in order to enhance future job opportunities. International students may do their internship in the United States. For most internships all costs must be paid by the student. Therefore students should budget the cost of an internship into the cost of their education. Internship costs vary considerably, depending on transportation costs and cost of living in the country where the internship is served. To estimate the potential cost, one should add the cost of one term’s tuition, round-trip transportation to the proposed country, living expenses for three months (food, lodging, miscellaneous), and an emergency fund of about $600.

The international studies faculty expects the student to gain the following from the internship: (1) a reasonably in-depth experience in a culture other than the student’s own; (2) greater fluency in the language of the culture in which the internship takes place; and (3) knowledge and experience useful to the career goals of the intern. In some instances it may not be possible to achieve all three of these purposes during a single semester internship; nevertheless, they represent an ideal to strive for, both in the selection and the implementation of the internship.

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 6 to 9 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. Approximately half of the program’s graduate students are international students.

INTERNATIONAL STUDIES COURSES (INTL)

196 Field Studies: [Topic] (1-2R)
198 Colloquium: [Topic] (1-2R)
199 Special Studies: [Topic] (1-5R)
250 Value Systems in Cross-Cultural Perspective (4) Introduction to value systems of various cultures, focusing on how values relate to religion, forms of social organization, group affiliation, and patterns of conflict resolution. Prerequisite.
251 Cooperation, Conflict, and Global Resources (4) Sociocultural, economic, and political perspectives on resource management strategies for coping with global imbalances. Focuses on how people seek to improve their quality of life. Prereq: [Topic] (1-5R)
LATIN AMERICAN STUDIES

775 Prince Lucien Campbell Hall
Phone: (503) 348-3002
Linda O. Fuller, Coordinator

Participating Faculty
C. Melvin Alkon, anthropology
Jorge R. Ayora, Romance languages
Coombs, Craig,* linguistics
Lawrence N. Crumb, library
Don E. Dumond, anthropology
Jaan A. Egglo, Romance languages
John B. Foster, sociology
Linda O. Fuller,* sociology
Daniel Goldrich,* political science
Roland Green, comparative literature
Robert S. Haskett,* history
Kenneth M. Kempney, educational policy and management
Linda Knitz, English
Barbara D. May, Romance languages
Elizabeth C. Ramirez, theater arts
Philip D. Young,* anthropology
*Executive Committee

ABOUT THE PROGRAM
The University of Oregon offers undergraduate and graduate programs of concentration in Latin American studies under the auspices of the interdisciplinary Committee on Latin American Studies. No degree in Latin American studies is available at the university. An emphasis on Latin America is available both for bachelor of arts (B.A.) and for master of arts (M.A.) degrees in anthropology, history, international studies, and Spanish. See the Anthropology, History, International Studies, and Romance Languages sections of this bulletin.

Study Abroad
See index entries in this bulletin under "Overseas study." Contact Barbara D. May to make arrangements to study in Spain.

Students in University of Oregon overseas study programs enroll in courses with subject codes 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.

UNDERGRADUATE STUDIES
Preparation. High school students who have taken courses in political science, economics, history, or other approaches to international affairs, or who have participated in extracurricular activities (such as the Oregon High School International Relations League) may well be interested in Latin American studies.

Community college students who have taken courses in international relations may be interested in specializing in Latin American studies.

Careers. Career opportunities for students completing Latin American studies are available through such avenues as the Peace Corps, the United States Foreign Service (including U.S. Information Agency), the foreign aid programs of the American government, the United Nations, private foundations, international businesses, and international nongovernmental organizations (including church and environmental organizations).

Program Requirements
The undergraduate program in Latin American studies requires the following coursework:
1. Latin America (HIST 381, 383, 384, 385, 386)
2. The equivalent of two years of college-level Spanish or Portuguese or both
3. A major in one of the following: anthropology, history, or Spanish
4. A minimum of 12 credits in Latin American area courses (listed below)

Anthropology. Students choosing a major in anthropology must complete all requirements for the major as outlined in the Anthropology section of this bulletin. They must also complete a minimum of 12 credits of courses with Latin American content, chosen from among the following:

430/530 World Value Systems (4) Completes and analyzes major belief and value systems; examines how societies construct value systems and the emergence of a global value system.
431/531 Cross-Cultural Communication (4) Focuses on skills and insights needed by professionals working in cross-cultural settings. Considers values, development, education, politics, and environment as central to cross-cultural understanding. Prereq: INTL 250. Prosef.uts.
440/540 The Pacific Challenge (4) Introduction to developments and trends in the dynamic and increasingly interdependent Pacific region. Evaluates prospects for an emerging Pacific community. Prereq.
441/541 Southeast Asian Political Novels and Films: Changing Images (4) Critical review of political novels and films that have distorted images of Southeast Asia. Discussion of strategies for developing genuine understanding of Southeast Asia.
442/542 South Asia: Development and Social Change (4) Introduction to the vast social changes and development issues confronting the South Asian subcontinent. Weiss.
503 Thesis (1–12R) P/N only. Prereq: exit project committee's consent. Majors only
602 Supervised College Teaching (1–5R)
605 Reading and Conference [Topic] (1–12R) Prereq: Instructor's consent.
606 Field Studies [Topic] (1–12R) P/N only. Prereq: graduate standing and exit project committee's consent.
607 Seminar [Topic] (1–5R)
608 Special Topic [Topic] (1–12R)
609 Practicum [Topic] (1–12R) 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 Courses [Topic] (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.
656 Research and Writing in International Studies (1) P/N only. Focus on conceptualizing research topics; accessing bibliographic databases; writing grant applications, reports, and theses. Weiss.
657 Ethical Issues in International Research (1) P/N only. Focus on ethical issues and dilemmas that may arise in conducting field research in cultural settings outside the United States.
**LINGUISTICS**

233 Straub Hall
Telephone (503) 346-3906
Russell S. Tomin, Department Head

**FACULTY**


Doris L., Payne, associate professor (morphology, syntactic topology and universals, semantics, discourse and cognition, language processing, language and culture; Amerindian and Nootka languages), B.S., 1974, Wheaton; M.A., 1976, Texas at Arlington; Ph.D., 1985, California. (1985)


The data in parentheses at the end of each entry is the first year on the University of Oregon faculty.

**Participating**

Dane A. Baldwin, psychology
Robert L. Davis, Romance languages
Sarah A. Douglass, computer and information science
Carl Falagas, Oral/HE Japanese-language project
Noriko Fun, East Asian languages and literature
Mark Johnson, philosophy
Hitroko C. Kataoka, East Asian languages and literature
Sarah Kleihmamen, American English Institute
Michael L. Posner, psychology
Patrick Rounds, American English Institute
Theodore Stern, anthropology
Sylvia M. Vakalova, Russian
Jack Whalen, sociology
Philip D. Young, anthropology
Mingdong Zhu, East Asian languages and literature

**UNDERGRADUATE STUDIES**

The program offers instruction in the nature of human language, the structural and syntactic properties 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 varieties of 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 is largely as much a tool of communication as it is a tool of thought. As a tool of communication, it is largely as much a tool of thought as it is a tool of thought. As a tool of thought, it is largely as much a tool of thought as it is a tool of thought. As a tool of thought, it is largely as much a tool of thought as it is a tool of thought. As a tool of thought, it is largely as much a tool of thought as it is a tool of thought.

To gain understanding into the complexities of human language is thus to gain entrance into numerous fields of human knowledge and practical use. Indeed, computer programmers, conflict mediators, cryptologists, elementary school teachers, language teachers, lawyers, psychologists, speech therapists, and translators all depend heavily on understanding the nature and use of language.

The B.A. degree in linguistics provides a solid foundation for graduate studies in anthropology, communication, computer—science education, psychology, linguistics, literature and languages, philosophy, psychology, sociology, or speech pathology. It is also a strong foundation for any of the various practical applied fields listed above.

Advising. Undergraduate students in linguistics consult the departmental undergraduate adviser each term about their study program.

**Major Requirements**

1. Two years of one foreign language and one year of another

2. The following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>LING 290</td>
<td>Introduction to Linguistics</td>
</tr>
<tr>
<td>LING 351</td>
<td>Analytical Methods in Morphology and Syntax</td>
</tr>
<tr>
<td>LING 411</td>
<td>Phonetics</td>
</tr>
<tr>
<td>LING 450</td>
<td>Introduction to Phonology</td>
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<tr>
<td>LING 452</td>
<td>Syntax and Semantics I</td>
</tr>
<tr>
<td>LING 466</td>
<td>Historical and Comparative Linguistics</td>
</tr>
<tr>
<td>LING 490</td>
<td>Sociolinguistics</td>
</tr>
</tbody>
</table>

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)
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.

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 28 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 alternate program of study.

Minor Requirements: 28 credits

Introduction to Linguistics (LING 290) or Language, Mind, and Culture (LING 427) .... 4
Language, Culture, and Society (LING 295) or Language and Cognition (LING 296) .... 4
Languages of the World (LING 311) or Phonetics (LING 411) .... 4
Introduction to Phonology (LING 306) or Syntax and Semantics I (LING 451, 453) .... 8

Foreign Language Teaching Licensure

Second Language Acquisition (LING 444/544) and Second Language Teaching (LING 445/545) can be incorporated into a foreign language teacher education program. 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 area 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 course work 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.

Prerequisites. Students may be required to take and pass (with grades of B- or better) certain prerequisite courses, typically Phonetics (LING 511) and Language, Mind, and Culture (LING 521).

Degree Requirements

The 47-credit master's degree requirements consist of core courses, either the general linguistics option or the applied linguistics option, and 20 elective credits.

Core Courses: 12 credits

Introduction to Phonology (LING 550) .... 4
Syntax and Semantics I (LING 551, 552) .... 8

General Linguistics Option: 15 credits

One approved seminar (LING 597) or Seminar (LING 630) .... 3
Linguistic Theory: Phonology (LING 614) .... 4
Linguistic Theory: Syntax (LING 615) .... 4
Linguistic Theory: Semantics (LING 616) .... 4

Applied Linguistics Option: 15 credits

One approved seminar (LING 597) or Seminar (LING 630) .... 3
Advanced Second-Language Acquisition (LING 644) .... 4
Advanced Second-Language Teaching (LING 645) .... 4
One linguistic theory course chosen from
LING 614, 615, 616 .... 4
Electives. Students working toward an M.A. degree must take at least 20 credits in graduate-level courses chosen from linguistics or other relevant, related disciplines. Students are encouraged to select electives in consultation with the department's graduate adviser and members of the linguistics department faculty.

Foreign Language Requirement

For the M.A. the student 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 such an option, and one 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 on 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 prerequisite M.A.-level linguistics courses before they may be considered for national doctoral status. Each applicant is required to submit, along with the graduate application, a sample undergraduate 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 baccalaureate degree for the doctorate, with at least one year spent in 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 coursework. 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. Required Courses. A student must complete at least 32 credits of graduate courses in linguistics or related fields approved by a doctoral adviser. Courses applied to the M.A. degree cannot 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 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 and publishable quality 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 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 cochaired 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 native 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 Institute in the Research Institutes and Centers 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

Three years of Thai and Indonesian languages are offered, and students can make arrangements with linguistics faculty members for more advanced study. The Southeast Asian Languages 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 (5,5,5) Basic grammar of Indonesian; practice in conversation, reading, and writing. Sequence.


301, 302, 303 Third-Year Indonesian (3,3,3) Emphasis on advanced-level development of speaking, listening, reading, and writing through extensive reading of authentic texts, in-class discussion of the texts themselves as well as social and cultural issues raised in the content of those texts. Sequence. Prereq: INDO 203, Southeast Asian Studies Summer Institute second-year Indonesian, or instructor's consent.

THAI COURSES (THAI)

101, 102, 103 First-Year Thai (5,5,5) Provides essentials of grammar, basic conversational skills, and a thorough grounding in the writing system. Sequence.

201, 202, 203 Second-Year Thai (5,5,5) Additional grammatical patterns, practice in speaking, reading, and writing. Thai. Sequence. Prereq: THAI 103 or equivalent.

301, 302, 303 Third-Year Thai (3,3,3) Emphasis on advanced-level development of speaking, listening, reading, and writing through extensive reading of authentic texts, in-class discussion of the texts themselves as well as social and cultural issues raised in the content of those texts. Sequence. Prereq: THAI 203, Southeast Asian Studies Summer Institute second-year Thai, or instructor's consent.

LINGUISTICS COURSES (LING)

81 English Pronunciation for International Students (2) Practice in pronouncing English; diagnosis of pronunciation problems; practice in accurately producing English sounds, sequences, stress, and intonation.

82 Listening Comprehension for International Students (3) Practice in developing listening comprehension and in noting; practice in listening to spoken English with emphasis on developing familiarity with linguistic and nonspeech patterns.

83 Oral Communication for International Students (3) Participation in conversation groups aimed at developing expository and expressive oral skills; emphasis on improving 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; Germanic and Romance-derived derivational rules. Understanding the dynamic structure of the English lexicon: prefixes, suffixes, and morphology.

156 Field Studies [Topic] (1–2R)

198 Workshop [Topic] (1–2R)

199 Special Studies [Topic] (1–5R) Survey of various topics in linguistics.

211 Articulatory Phonetics (3) Transcription and production of the sounds of natural language. Offered only at Southeastern Illinois College.

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 (4) Ways in which language reflects culture and in turn determines cultural world view, interaction between language and social structure, social relations and interpersonal communication.

296 Language and Cognition (4) How human thought is coded by the language. Topical include meaning, categorization, linguistic units and speech behavior, language use and memory. Lecture-discussion.

311 Languages of the World (4) Survey of the variability and distribution of the languages of the world in terms of linguistic typology, genetic relationships, and geographic location.

350 Analytical Methods in Phonology (4) Methods for determining the phonological pattern of a language. Offered only at Southeastern Illinois College.


359 Special Studies [Topic] (1–5R)

401 Research [Topic] (1–21R) Individual research supervised by a faculty member. Prereq: instructor's consent.

403 Honors Thesis (1–21R)

405 Reading and Conference [Topic] (1–21R) Individual reading and conference work supervised by a faculty member. Prereq: instructor's consent.

406 Field Studies [Topic] (1–21R)

407/507 Proseminar [Topic] (1–5R) Topica include historiography of linguistics, language contact, morphology, discourse pragmatics, conversational analysis, sociolinguistics, language acquisition, applied linguistics, 408/508 Workshop [Topic] (1–21R)

409 Supervised Tutoring (1–21R)

410/510 Experimental Course [Topic] (1–5R) Recent topics are Classical Tibetan, First-Language Acquisition, Old Irish.

411/511 Phonetics (3) The articulatory and acoustic basis for the classification and description of speech, and the phonetic relevance of this phonetic base to phonological analysis. Pre- or coreq: LING 290.

421/521 Language, Mind, and Culture (4) Language communication, mirror of mind, reflection of culture. Fundamental concepts: phonology, morphology, syntax, semantics, pragmatics, language change, acquisition, and evolution. Primarily for advanced nonmajors or graduate
linguistics majors. Students cannot receive credit for both LING 296 and 421/521.

422/522 Language Planning and Policy (3)
Basic concepts including political, economic, and sociolinguistic factors in language planning and policy. Official, standard, symbolic language roles; language maintenance and development, development of orthographies and dictionaries. Prereq: LING 290 or 421/521 or instructor’s consent.

423/523 Fieldwork Methods and Ethics (3)
Qualitative methodology in cross-cultural fieldwork from an interdisciplinary perspective. Ethics and techniques for preparation for the field, field relations, leaving the field. Prereq: Instructor’s consent.


444/544 Second-Language Acquisition (4) Introduction to cognitive and social processes of acquiring second languages. Prereq: LING 290 or 421/521. One extra hour a week of field research; research paper.

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. Prereq: LING 444/544 or instructor’s consent. One extra hour a week of field research; research paper.


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; transplantion and detransitivization. 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, pidgin and creoles, or conversational analysis. Prereq: LING 450/550, 452/552. 523 Thesis (1–16R) P/N only. Individual research on M.A. thesis supervised by a faculty member. Prereq: Instructor’s consent.

601 Research [Topic] (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: [Topic] (1–16R) Individual reading and bibliographic work supervised by a faculty member. Prereq: Instructor’s consent.

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Topics include syntax, semantics, discourse pragmatism, stylistics, psycholinguistics, neurolinguistics, language contact, pidgins and creoles, first- and second-language acquisition, language and culture. Prereq: LING 450/550, 452/552 or instructor’s consent.

608 Workshop: [Topic] (1–16R)

609 Teaching English as a Second Language Practicum: [Topic] (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: [Topic] (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, 5) 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. Sequence. Prereq: LING 450/550, 452/552.


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.

644 Advanced Second-Language Acquisition (4) Characterization of major theoretical frameworks from which to view second-language-acquisition issues and research paradigms associated with each framework: universal grammar, sociolinguistics, psycholinguistics. Prereq: LING 444/544.

645 Advanced Second-Language Teaching (4) Current issues in and research on theory and practice. Topics may include curriculum development, classroom research, testing, and second-language 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

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Gary M. Seitz, Department Head

FACULTY
Bruce A. Barnes, professor (Dilieh geometry), B.S., 1952, Dartmouth, Ph.D., 1964, Cornell. (1966)


Allen J. Sklar, professor (algebraic topology, homotopy theory), Ph.D., 1964, Berkeley. (1967)

Nicholas Spaltstern, professor (algebra and algebraic geometry), Diploma, 1974, Erlau Preobrazhenski Fieldals, Lomonosov M.S., Ph.D., 1978, University of Warwick. (1986)


Yuan Xu, assistant professor (numerical analysis), B.S., 1982, Northwestern University (Shanghai); M.S., 1984, Beijing Institute of Aeronautics and Astronautics; Ph.D., 1998, Temple. (1992)


Emeriti
Fred C. Andrews, professor emeritus, B.S., 1946, M.S., 1948, Washington (Seattle); Ph.D., 1953, California, Berkeley. (1957)


Robert S. Freeman, associate professor emeritus, B.A.E., 1947, New York; Ph.D., 1958, California, Berkeley. (1946)


David K. Harrison, professor emeritus, B.A., 1953, Williams; Ph.D., 1956, Princeton. (1963)


The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Enrollment in Courses
Beginning and transfer students must take a placement examination before enrolling in their first UO mathematics course; the examination is given during each registration period. Students who transfer credit for calculus to the university are exempted from the examination. To enroll in courses that have prerequisites, students must complete the prerequisite courses with grades of C- or Better.

Students cannot receive credit for a course if that course is a prerequisite to a course they have already taken. For example, a student with credit in Calculus for Business and Social Science I (MATH 243) cannot then receive credit for College Algebra (MATH 111). For more information about credit restrictions contact a mathematics advisor.

Program Planning
The department offers two calculus sequences. 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 (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; choosing MATH 241, 242, 243 effectively closes the door to most advanced mathematics courses. Students need to consult an advisor in mathematics or their major field about which sequence to take.

Mathematics majors usually take calculus in the freshman year. It is useful to complete the mathematical structures requirement as well during that year, because these courses show another side of mathematics.

In the sophomore year, majors often take MATH 256, 281, 282, or MATH 315, 541, 542. Usually students interested in a professional science take the
first sequence, while students in pure mathematics or computer and information science find the second more appropriate. The sequences can be taken simultaneously, but it is possible to graduate in four years without taking both at once.

In the junior and senior years, students often take two mathematics courses a term, finishing MATH 256, 281, 282 or MATH 341, 342, 315 and completing the four required upper-division courses.

**Major Requirements**

The department offers undergraduate preparation for positions in government, business, and industry for graduate work in mathematics and statistics. Each student's major program is individually constructed in consultation with an adviser.

Upper-division courses used to satisfy major 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 least 12 credits in upper-division mathematics courses must be taken in residence at the university.

The following upper-division mathematics courses can be used to satisfy requirements for a mathematics major: Statistical Methods II (MATH 225, 226), Multivariate Statistical Methods (MATH 427), Matrix Algebra (MATH 440). To qualify for a bachelor's degree with a major in mathematics, a student must satisfy the mathematical structures requirement and the requirements for one of the options listed below.

**Mathematical Structures Requirement**

Mathematics majors 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. Or students can satisfy this requirement by taking Elements of Discrete Mathematics I (MATH 281), a prerequisite for many computer and information science courses. Students may also meet this requirement by taking one of the following courses: Fundamentals of Abstract Algebra II (MATH 391), Introduction to Analysis I (MATH 413), Introduction to Topology (MATH 431), Linear Algebra (MATH 440), Introduction to Abstract Algebra I (MATH 444).

**Option One: Applied Mathematics**

- Introduction to Differential Equations (MATH 256), Several-Variable Calculus II (MATH 269, 268), Elementary Linear Algebra (MATH 341, 342), and four courses selected from: Elementary Numerical Analysis (MATH 351, 352), Functions of a Complex Variable I (MATH 411, 412), Differential Equations II (MATH 420, 421), Fourier Series and Orthogonal Functions (MATH 422), and Laplace Integrals (MATH 423).
- Introduction to Numerical Analysis II/III (MATH 451, 452, 453), Mathematical Modeling (MATH 455), Networks and Combinatorics (MATH 456), Discrete Dynamical Systems (MATH 457).
- Introduction to Mathematical Methods of Statistics II (MATH 461, 462), Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 463).

**Option Two: Pure Mathematics**

- Introduction to Differential Equations (MATH 256), Several-Variable Calculus II (MATH 269, 268), Elementary Linear Algebra (MATH 341, 342), Elementary Analysis (MATH 344, 345), and four courses selected from: Introduction to Linear Algebra II/III (MATH 431, 432), Introduction to Topology (MATH 431, 432), Discrete Dynamical Systems (MATH 457), Introduction to Mathematical Methods of Statistics II (MATH 461, 462), Networks and Combinatorics (MATH 456).

**Physical Sciences and Engineering**

- Functions of a Complex Variable II (MATH 411, 412), Differential Equations II/III (MATH 451, 452, 453), Fourier Series and Orthogonal Functions (MATH 422), and Fourier and Laplace Integrals (MATH 423).
- Actuarial Science, Elementary Numerical Analysis II (MATH 351, 352) or Introduction to Numerical Analysis II/III (MATH 451, 452, 453), Introduction to Mathematical Methods of Statistics II (MATH 461, 462), and Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 463) or Mathematical Statistics II (MATH 464, 465, 466).
- Courses in computer science, accounting, and economics are also recommended. It is possible to take the first few actuarial examinations (on calculus, statistics, and numerical analysis) as an undergraduate student.

**Honors Program**

Students preparing to graduate with honors in mathematics should notify the chair of the undergraduate affairs committee no later than the first term of their senior year. They must complete two of the following four series of courses with at least a grade of B average (3.00 grade point average): MATH 413, 414, 415, 416; MATH 461, 462 or MATH 464, 465; MATH 464, 465, 466. They must also write a thesis covering advanced topics assigned by their adviser. The honors degree is awarded to students whose work is judged truly exceptional.

**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 science or physics have complete double majors, students with more distantly related majors such as psychology or history may also 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. Further, students must complete a science elective. 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 credit.

**Awards and Prizes**

The William Lowell Putnam examination, a competitive, nationally administered mathematics examination, is given yearly in 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 the fall term.

The DeCosta Prize, which honors former longtime Department Head E. E. DeCosta and his son J. E.
DeCo is awarded annually to the outstanding graduating senior with a mathematics major. The Wood Scholarship, created in memory of Frank E. Wood, is awarded each year to the best continuing student majoring in mathematics. The Stevenson Prize, funded by Donald W. and Jean Stevenson, is awarded annually to the outstanding senior graduating with the precocious teaching option.

Secondary School Teaching

Although the University of Oregon does not offer professional preparation of mathematics teachers, an academic major in mathematics provides a strong subject-matter background for entry into a secondary school teaching program. Students interested in teaching may obtain information about teacher education from the Office of Academic Advising and Student Services, 164 Oregon Hall.

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.

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 must be submitted 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 the 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. A final written or oral examination of or both 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 least 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 committee of the graduate affairs committee.

Master's Degree Program. Of the required 45 credits, at least 18 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 515, 516, 517; MATH 531, 532, 533; MATH 541, 542, 543; MATH 551, 552, 553; MATH 564, 565, 566.

Students should also have taken a three-term upper division or graduate sequence in statistical methods or other applied mathematics.

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 607). 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 Ph.D. degree 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 offered in their second year during the week before classes begin in the fall term. The qualifying examination consists of examinations on two basic 600-level graduate courses, one each from the following three categories: (1) algebra; (2) analysis; (3) 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 some fields. Language requirements may be fulfilled by: (1) passing a departmentally administered examination; (2) satisfactorily completing a second-year college-level language course, or (3) passing an Educational Testing Service (ETS) examination.

Comprehensive Examination. This is an oral examination emphasizing the basic material in the student's general area of interest. A student is expected to take this examination during the first three years in the combined pre-Ph.D. and Ph.D. programs. To be eligible to take this examination, a student must have completed the language examinations and nearly all the coursework needed for the Ph.D.

Dissertation. Ph.D. candidates in mathematics must submit a dissertation containing substantial original work in mathematics. Requirements for final defense of the thesis are those of the Graduate School.

MATHEMATICS COURSES (MATH)

70 Elementary Algebra (4) P/N only. Basics of algebra, including arithmetic of signed numbers, order of operation, arithmetic of polynomials, linear equations, word problems, descriptive graphing lines, exponents, radicals. Credit for enrollment (eligibility) but not toward graduation; satisfies no university or college requirement. Additional fee. Prereq: MATH 70 or satisfactory placement test score.

95 Intermediate Algebra (4) Topics include problem solving, linear equations, systems of equations, polynomials, and factoring techniques, rational expressions, radicals and exponents, quadratic equations. Credit for enrollment (eligibility) but not toward graduation; satisfies no university or college requirement. Additional fee. Prereq: MATH 70 or satisfactory placement test score.

105 University Mathematics I (4) Variety of modern mathematical topics based on contemporary applications. Topics include networks with applications to planning and scheduling, linear programming, descriptive statistics, and probability. Additional fee. Prereq: MATH 95 or satisfactory placement test score.

106 University Mathematics II (4) Topics include decision-making with applications to voting and apportionment, game theory study of growth with applications to finance, biology, patterns and symmetry. Prereq: MATH 105.

107 University Mathematics III (4) Non-technical introduction to basic concepts and applications of calculus through use of graphically presented functions. Applications include optimization and estimation in a variety of contexts. Prereq: MATH 105; 106 recommended.

111 College Algebra (4) A calculus course included in the calculus sequence, graphical algebra functions, exponential and logarithmic functions, linear and nonlinear functions. Prereq: MATH 95 or satisfactory placement test score. Students should bring a graphing calculator capable of displaying function graphs.
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 243 and 425.

251, 252, 253 Calculus I,II,III (4,4,4) Functions, limits, slopes, integrals, sequences, and series. Calculus I: limits, derivatives, and integrals. Prereq: MATH 111 or satisfactory placement test score. Students cannot receive credit for both MATH 251 and 251M, MATH 252 and 252M, or MATH 253 and 253M.

265 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 Mathematical Structures I,II (4,4) 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. Sequence. Prereq: MATH 251 or Instructor's consent. Students may not receive credit for MATH 251 and 251M, or MATH 272 and 272M.

281, 282 Several-Variable Calculus I,II (4,4) 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. Sequence. Prereq for 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.

341, 342, 343 Linear Algebra (4,4,4) Vectors and matrices; 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. Sequence. 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.


452/552 Fourier Series and Orthogonal Functions (4) Convergence and summability of Fourier transforms, Laplace transforms, applications of initial and boundary value problems, and fundamental solutions. Prereq: MATH 222 or instructor's consent.

485/585 Statistical Methods II,III (4,4) 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. Sequence. Prereq: MATH 111 or satisfactory placement test score. Only nonmajors may receive upper-division or graduate credit. Students may not receive credit for both MATH 243 and 425.

487/587 Multivariate Statistical Methods (4) 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.

491/531, 492/532 Introduction to Topology (4,4) Elementary point-set topology with an introduction to combinatorial topology and homotopy. Sequence. Prereq: upper-division mathematics sequence or instructor's consent.

513/633 Introduction to Differential Geometry (4) Plane and space curves, Frenet-Serret formula, surfaces, local differential geometry, Gauss-Bonnet formula, introduction to manifolds. Prereq: MATH 281, 341.

540/640 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. Offered only during summer session. Only nonmajors may receive upper-division or graduate credit.


553/653 Mathematical Modeling I (4) 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.

556/656 Networks and Combinatorics (4) Fundamentals of modern combinatorics; graph theory; networks; tree enumeration, generating functions, special functions. Prereq: MATH 256, 341, 442.
functions, recursion, inclusion and exclusion, ordered sets, lattices, Boolean algebras. Prereq: MATH. 371, 372, or 386.

467/575 Discrete Dynamical Systems (4) Linear and nonlinear first-order dynamical systems; equilibria, cobweb, Newton's method. Bifurcation and chaos. Introduction to higher-order systems. Application to economics, genetics, ecology. Prereq: MATH 286 or instructor's consent. 467, 575.

667, 668, 669 Theory of Estimation and Testing Hypotheses (4-5, 5-4, 5-5) 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. Sequence. 667, 672, 673 Theory of Probability (4-5, 5-4, 5-5) Measure and integration, probability spaces, laws of large numbers, central-limit theory, conditioning, martingales, random walks. Sequence. 667, 668, 669 Advanced Topics in Algebra: [Topic] (4-5, 5, 5-4) Topics selected from theory of finite groups, representations of finite groups, Lie groups, Lie algebras, algebraic groups, ring theory, algebraic number theory. 668, 669. 680 Advanced Topics in Analysis: [Topic] (4-5, 5, 5-4) Topics selected from functional analysis, harmonic analysis on topological groups, theory of distributions. 682, 683, 684 Advanced Topics in Differential Equations and Mathematical Physics: [Topic] (4-5, 5, 5-4) 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: [Topic] (4-5, 5, 5-4) 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: [Topic] (4-5, 5, 5-4) 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.

MEDIEVAL STUDIES

307 Prince Lucien Campbell Hall
Telephone (503) 346-2069
James W. Earl and Mavis Howe Mate, Program Codirectors

Participating Faculty

Alfred Acres, art history
Barbara X. Altman, Romance languages
Marya I. Bayless, English
Lourie M. Bishop, English
Cynthie J. Bogel, art history
James L. Brown, English
Zoe Burowsky, Germanic languages and literatures
Mary-Anne Bulter, art history
James W. Earl, English
Jan S. Emerson, Germanic languages and literatures
Andrew E. Gobbo, history
Charles H. Lachman, art history
Catherine Anne Laskey, English
Clare A. Lees, comparative literature
Mavis Howe Mate, history
F. Regina Paske, Romance languages
Jennifer F. Rosseau, history
Christine L. Sardi, library
Richard A. Sardi, art history
Augusine C. A. Thompson, religious studies
Kyoko Takuma, religious studies
Julian Weiss, Romance languages

About the Discipline

Medieval studies, an interdisciplinary undergraduate program, integrates various approaches to the Middle Ages by medievalists in several departments. The program is administered by the Humanities Program. Students interested in medieval studies should major in humanities with a specialization in medieval studies. Medieval studies provides an excellent general education or a solid base for graduate work in a more specialized area. It can be an area of specialization for students majoring in any of the related departments. Medieval studies concentrates on the period from 300 to 1500, combining courses in art and architecture,
History, religion, philosophy, language, and literature. Study abroad is strongly encouraged. A

typical course of study includes diverse topics, such as the Bible, the early Church, Byzantium, Islam, the Vikings, the Crusades, women in the Middle Ages, mysticism, romance, the Gothic cathedral, Chaucer, Dante, and medieval China and Japan. The program aims to provide a comprehensive introduction to the medieval worldview in Europe and beyond, and the origins of the modern world.

**Humanities Major, Medieval Specialization**

Courses offered for a major in humanities with a specialization in medieval studies must be passed with grades of mid-C or better. Variations in these requirements can be approved by the program directors and the Medieval Studies Committee.

Humanities majors who specialize in medieval studies must complete Special Topics in the Humanities: Introduction to the Middle Ages (HUM 210), the medieval studies seminar (HUM 407), and ten medieval courses in at least three departments. Two years of Latin are recommended.

**Minor Requirements**

A minor in medieval studies must include the medieval studies seminar (HUM 407) and six medieval courses in at least two departments. Two years of Latin are recommended.

**Suggested Courses**

- **Art History:** History of Western Art II (ARH 205), Japanese Art II (ARH 395), Early Christian Art (ARH 430), Byzantine Art (ARH 431), Romanesque Sculpture (ARH 432), Gothic Sculpture (ARH 433), Medieval Painting I (ARH 434, 435), Romanesque Architecture (ARH 437), Gothic Architecture II (ARH 438, 439), Islamic Art and Architecture (ARH 430)
- **English:** The Bible and Literature (ENG 421), Early Medieval Literature (ENG 422), Medieval Romance (ENG 425), Chaucer (ENG 427)
- **History:** Europe in the Middle Ages (HIST 318, 319, 320), The Age of Discoveries (HIST 327), Social and Economic History of Medieval England, 1055–1530 (HIST 418)
- **Humanities:** Studies in Medieval Culture (HUM 351)
- **Philosophy:** History of Philosophy: Ancient to Renaissance (PHIL 305)
- **Religious Studies:** History of Christianity (REL 322), History of Eastern Christianity (REL 324), Medieval Christian Heresy (REL 421), Medieval Christian Mysticism (REL 422)
- **Romance Languages:** Survey of Peninsular Spanish Literature (SPAN 316), Introduction to French Literature (FR 317), Survey of Italian Literature (ITAL 317), Boccaccio and His Influence (ITAL 441), Dante and His Influence (ITAL 444, 445)

Students should plan their programs as early as possible with the aid of a medieval studies faculty adviser. With the advisor's consent, courses numbered 399, 407, 408, or 410 may be substituted for suggested courses. At least five of the courses must be taken at the University of Oregon. More information is available from the humanities office or from a Medieval Studies Program director.
NEUROSCIENCE
222 Hussey Hall
Telephone (503) 346-4556
Monte Westerfield, Institute Director

Participating Faculty
Judith S. Barron, biology
Barbara Gordon-Lieckey, psychology
Marvin Gordon-Lieckey, psychology
Joy L. Jensen, exercise and movement science
Steven Keese, psychology
Daniel F. Kizziere, psychology
Charles B. Kinnal, biology
Gary A. Klug, exercise and movement science
Shawn R. Lockrey, biology
Richard Marocco, psychology
Peter M. O'Day, biology
Michael I. Poores, psychology
John H. Postlethwaite, biology
William Roberts, biology
Karen A. Stieve, computer and information science
Terry Tahakotsi, biology
Nathan J. Tubbs, biology
Janis C. Weeks, biology
Monte Westerfield, biology
James A. Weston, biology
Marjorie Woonacott, 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 the Departments of Biology, Computer and Information Science, Exercise and Movement Science, and Psychology.

Curriculum
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, and 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 in 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. Answers to 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, 1264 University of Oregon, Eugene OR 97403-1254. See also the Research Institutes and Centers section of this bulletin.

NEUROSCIENCE COURSES

Biology. Neurobiology (BI 463/563), 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 466/566), Hormones and the Nervous System (BI 467/567), Neuroethology (BI 468/568), Neurochemistry (BI 469/569), Chemistry. Biochemistry (CH 461/561), Biochemistry Laboratory (CH 462/562), Biochemistry (CH 463/563), Biochemistry Laboratory (CH 464/564), Advanced Biochemistry (CH 466, 565), Physical Biochemistry (CH 564, 665), Computer and Information Science. Artificial Intelligence (CIS 671), Visual Information Processing (CIS 674), Exercise and Movement Science. Physical Growth and Motor Development (EMS 311), Motor Control (EMS 332), Neurological Mechanisms underlying Human Movement (EMS 434), Theory of Motor Control and Learning (EMS 435), Motor Skill Learning (EMS 436), Advanced Motor Skill Learning (EMS 437), Motor Development (EMS 538), Psychology. Biopsychology (PSY 304), 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 460/560)

PACIFIC ISLANDS STUDIES

110 Gerlinger Hall
Telephone (503) 346-3087
William S. Ayres, Chair

Program Committee
William S. Ayres, anthropology
Alena Bierisack, anthropology
Carolyn L. Corder, geography
Shirley Aroha Ode, education
Gerald W. Fry, international studies
Marcel R. C. Gaie, planning, public policy and management
Gordon G. Geles, geological sciences
Richard G. Hildreth, law
Stephen M. Johnson, sociology
Larry L. Kula, exchange programs
Kathy Pooki, international education and exchange
Robin Payne, library
Deanna M. Robinson, journalism and communication
Richard A. Smith, art history
Mary C. Wood, law
Hilda Yee Young, academic advising and student services
Richard W. Zeller, special-education developmental disabilities

ABOUT THE PROGRAM

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 longstanding 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. Students may also work with committee members from Pacific Islands studies toward an interdisciplinary studies/individualized program (IS/IP) master's degree (M.A. or M.S.). Information is available in the Graduate School bulletin.

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, political science, and sociology.

The Pacific Island Archaeological Project, directed by William S. Ayres, offers students opportunities to participate in archaeological and anthropological study in the Pacific. The
Micronesia and South Pacific Program, directed by Maradee K. Gale, enables students to visit Micronesia and to carry out consulting and research projects in a variety of areas.

Training in selected Island languages is possible through individual study using tutors and materials developed for use at the Yamada Language Center. The center now has language-study modules for Pohnpeian and Kosraen.

COURSES

Anthropology. Pacific Basin: Polynesia and Micronesia (ANTH 323), Pacific Basin: Melanesia and Australia (ANTH 354), Asian Archaeology (ANTH 344), Pacific Islands Archaeology (ANTH 343), Topics in Pacific Ethnology (ANTH 425/525), Cultures of Island Southeast Asia (ANTH 436/536), Topics in Old World Prehistory (ANTH 440/540)

Art History. Art of the Pacific Islands (ART 391, 392)

Geological Sciences. Oceanography (CEOL 307), Archaeological Geology (CEOL 481)

International Studies. The Pacific Challenge (INTL 410/512)

Sociology. Sociology of Developing Areas (SOC 460/560)

Approved Seminars (407/507) and Experimental Courses (410/510) are additional possibilities in these and other departments.

PEACE STUDIES

308 Chapman Hall
Telephone (503) 346-4198
David A. Frank and Cheyney C. Ryan, Committee Co-Chairs

Steering Committee
Irene Diamond, political science
David A. Frank, honors college
Gregory McLachlan, sociology
Cheyney C. Ryan, philosophy
Diana B. Sheridan, Center for the Study of Women in Society

ABOUT THE PROGRAM

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 problems 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 in 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 28 credits, 15 of which must be upper division. A grade of mid-C or better must be earned in each of the eight courses taken to fulfill requirements for the peace studies minor. Course requirements consist of three core courses and five elective courses selected from the three groups listed below.

Core

Choose three courses for a total of 12 credits:
- Value Systems in Cross-Cultural Perspective (INTL 250) or World Value Systems (INTL 430)
- Social and Political Philosophy (PHIL 307)
- Systems of War and Peace (SOC 664)

Group I: Conditions that Give Rise to Violence

Choose two courses for a total of 8 credits:
- History, War and the Modern World (HIST 240)
- American Foreign Relations since 1933 (HIST 355, 554)

Political Science. Crisis in Central America (PS 235), National Security Policy (PS 465)

Psychology. Attitudes and Social Behavior (PSY 456)

Sociology. Race, Class, and Ethnic Groups (SOC 345), Sociology of Race Relations (SOC 445), Systems of War and Peace (SOC 465)

Group II: Values and Arrangements Necessary to Transcend Violence

Choose one or two courses for a total of 4–8 credits:

Geography. Political Geography (GEOG 441)

International Studies. Value Systems in Cross-Cultural Perspective (INTL 250), Cooperation, Conflict, and Global Resources (INTL 251)

Philosophy. Law and Society (PHIL 446)

Planning. Public Policy and Management. Introduction to Public Service Management (PPPM 322), Communities and Regional Development (PPPM 443), Environmental Health Planning (PPPM 450)

Political Science. Political Ideologies (PS 225), Feminist Theory (PS 463), Environmental Politics (PS 497)

Sociology. Sociology of Developing Areas (SOC 460)

Women's Studies. History and Development of Feminist Theory (WST 412)

Group III: Strategies for Achieving Peace

Choose one or two courses for a total of 4–8 credits:

Anthropology. Women and Culture I: Politics, Production, and Power (ANTH 314)

History. American Radicals (HIST 350, 351)

International Studies. International Community Development (INTL 420), Gender and International Development (INTL 421), Cross-Cultural Communication (INTL 431)

Planning. Public Policy and Management. Socioeconomic Development Planning (PPPM 420)

International Economics. International Organization (PS 420)

Sociology. Social Issues and Movements (SOC 315)

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 195, 390, 608, or 410 for one approved group-satisfying course for the peace studies minor.

For more information about peace studies, call the codirector. Or contact the International Studies Program office, 887 Prince Lucien Campbell Hall, 5206 University of Oregon, Eugene OR 97403-5206; telephone (503) 346-5051.
PHILOSOPHY

338 Prince Lucien Campbell Hall
Telephone (503) 354-5547
Mark Johnson. Department Head

FACULTY


Emeriti


The University of Oregon is the first year on the University of Oregon faculty.

UNDERGRADUATE STUDIES

The study of philosophy offers students an opportunity to evaluate human experiences and institutions critically. Philosophical texts of the past and present can help students formulate and refine their own beliefs. Most of the department's courses use primary sources, and the ability to write precise, analytically coherent essays is essential in most philosophy courses.

The department offers bachelor of arts (B.A.) and bachelor of science (B.S.) degree programs. 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 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 48 credits of course work in philosophy with grades of C- or P (pass) or better, including 40 credits in upper-division courses. No more than 8 credits may be taken pass/no pass. The 48 credits must include three terms of History of Philosophy: Ancient to Renaissance (PHIL 301, 302, 303), one term of Philosophy of Logic (PHIL 455) or Symbolic Logic (PHIL 460), and 8 credits in courses on the works of specific authors, e.g., PHIL 421, 433, 453, or 463.

The history of philosophy sequence is a prerequisite for these courses about philosophers, which are open only to juniors and seniors. Peer advising is available.

HONORS IN PHILOSOPHY

Any philosophy major may, by fulfilling the requirements described below, graduate with honors.

Grade Point Average. In order to enter the honors program, the student must have a grade point average 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 18 of the 48 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 advisor. 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 advisor.

Upon fulfilling these requirements, the candidate is then approved to receive a bachelor's degree with honors.

MINOR REQUIREMENTS

The minimum requirement for a philosophy minor is 24 credits in philosophy with grades of C- or P (pass) or better, including 16 upper-division credits. No more than 6 credits of the required 24 may be taken pass/no pass. The 16 credits must include three terms of History of Philosophy: Ancient to Renaissance (PHIL 301, 302, 303) and 4 credits in a course on the work of a specific philosopher.

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 for doing 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 advisor.

Applications 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. The applicant should also submit a writing sample, a college transcript, and a notification of their scores on the Graduate Record Examinations (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 Admissions Application. The first copy and one complete set of transcripts, together with the $50 application fee, should be sent to the Office of Admissions. 1217 University of Oregon, Eugene. OR 97403-1217. The other four copies of the application, along with another set of transcripts, should be forwarded to the Department of Philosophy, 1295 University of Oregon, Eugene OR 97403-1295. 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 March 15 for the following academic year. An application form is provided upon request. Two or more years are typically 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 (4) Introduction to philosophy based on classical and modern texts from Plato through Russell. Sample topics include the nature of man, the problem of matter and the reality of physical objects.

102 Ethics (4) Philosophical study of morality, e.g., utilitarianism, ethical relativism, and virtue ethics. Sample topics include the nature of right and wrong.

103 Critical Reasoning (4) Introduction to the study of reasoning. How to recognize, analyze, criticize, and construct the main types of argument and proof.

199 Special Studies: [Topic] (1-5R)

211 Existentialism (4) Basic ideas of the Christian and atheistic divisions of the existentialist movement; some attention to the philosophical situation that generated the existentialist rebellion.

235 Eastern Philosophy (4) Non-Western and comparative East-West approaches to some philosophical problems.

257 Philosophy and Feminism (4) Feminism's contribution to the philosophical analysis of problems of justice, equality, and identity.

271 Formal Logic (4) Propositional and predicate calculus. Translation into symbolic notation, derivations, and truth-table tests. Quantifiers, consistency, and completeness.

301, 302, 303 History of Philosophy: Ancient to Renaissance (4, 4, 4) Survey of the history of philosophy from the pre-Socratics through the medieval period, with particular attention to Plato and Aristotle.


307, 308 Social and Political Philosophy (4, 4) Major social and political theorists from Plato through Marx. Inquiry into such ideas as justice,
natural law, natural rights, and the social contract.

314 History and Philosophy of Science (4) Survey of the development of scientific theory, relationships between scientific investigation, religious and cultural beliefs, philosophical foundations, and the role of experiment and observation.

320 Philosophy of Religion (4) Philosophical analysis and justification of religious claims and concepts, e.g., God, the soul, immortality. Prereq: one philosophy course.

321 Theory of Knowledge (4) 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 (4) 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 (4) Study of the most important traditional ethical theories; modern philosophical analysis of moral terms and statements. Prereq: one philosophy course.

331 Philosophy in Literature (4) 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 (4) Analysis of basic concepts of science such as "explanation," "cause," and "causation." The nature of mathematics and its relation to science. Prereq: one philosophy course.

350 Metaphysics (4) 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.


401 Research: [Topic] (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–51R) Recent topics include Feminist Theory, Moral Realism, Nietzsche and Schopenhauer, Philosophy of Theater. Prereq: three philosophy courses.

410/510 Experimental Course: [Topic] (1–51R)

415/515 Continental Philosophy (4) The theory and writings of Heidegger, Nietzsche, Derrida, Foucault, and others. Prereq: junior, senior, or graduate standing.

420/520 American Philosophy (4) Theory and writings of James, Pierce, Dewey, Quine, Rorty, and others. Prereq: junior, senior, or graduate standing.


425/525 Philosophy of Language (4) Philosophical 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. 433/533 17th- and 18th-Century Philosophers: [Topic] (4R) Concentrates on the work of a single philosopher, typically Descartes, Locke, Hume, Leibniz, Berkeley, or Kant. Prereq: for 433: PHIL 301, 302, or instructor's consent. R when philosopher changes.

439/539 Topics in the Philosophy of Religion (4) Study of issues such as the nature of faith, proof 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 (4) 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 (4) Major philosophical and political issues raised by the institutions 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.


459/555 Philosophy of Logic (4) Willard van Orman Quine 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 (4) 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 (4) 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.

465/565 20th-Century Philosophers: [Topic] (4R) 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 (4) 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.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: [Topic] (1–16R)

607 Seminar: [Topic] (1–51R)

610 Experimental Course: [Topic] (1–51R)

611 Issues in Epistemology (4) Examination of attempts at philosophical analysis and justification 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.

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.

PHYSICS

120 Willamette Hall
Telephone (503) 364-4751
Nilendra G. Deshpande, Department Head

FACULTY

Dietrich Bell, associate professor (condensed matter theory), Ph.D., 1983, Technische Universität München (1987)
Gregory C. Bojahn, professor (astrophysics), B.S., 1974, Oberlin College; Ph.D., 1979, University of Minnesota (1981)
Howard J. Carmichael, professor (cosmology), B.S., 1971, University of Auckland; Ph.D., 1977, University of Waterloo; Ph.D., 1981, California Institute of Technology (1989)

UNDERGRADUATE STUDIES

Physics, the most basic of the natural sciences, is concerned with the discovery and development of the laws that describe our physical universe. Because of its fundamental nature, the study of physics is essential for work in the natural sciences and for students who want to comprehend our technological world. In addition to major and minor programs, the Department of Physics offers a variety of courses for nonmajors as well as for prehealth science students.

Special Staff

John H. Bailey, senior research staff (theoretical physics), B.S., 1966, Princeton; Ph.D., 1972, Geor- gia Institute of Technology (1985)
Frank Vigdor, senior research staff (theoretical physics), B.S., 1966, California; M.S., 1969, Ph.D., 1973, Oregon (1977)
Emeriti

Shi-chung Chen, professor emeritus, B.S., 1932, M.S., 1934, Ph.D., 1946, California Institute of Technology (1949)
Bernd Crasemann, professor emeritus, B.S., 1948, California; Los Angeles, Ph.D., 1953, California, Berkeley (1953)
John L. Powell, professor emeritus, B.A., 1943, Reed, Ph.D., 1948, Wisconsin (1955)

The data in parentheses at the end of each entry is the year the person was on the University of Oregon faculty.

Jack C. Overley, professor (nuclear physics), B.S., 1984, Massachusetts Institute of Technology; Ph.D., 1986, California Institute of Technology (1986)
George W. Rayfield, professor (biophysics, low temperature physics), B.S., 1958, Stanford; Ph.D., 1964, Stanford (1964)
Michael G. Raymer, professor (quantum optics and chemical physics), B.A., 1974, California, Santa Cruz; Ph.D., 1975, Colorado (1978)
David R. Sokoloff, professor (physics education); associate department head; B.A., 1966, City University of New York; Queen's; Ph.D., 1972, Massachusetts Institute of Technology (1979)

Maxwell K. Storer, professor (elementary particle physics); director, Institute of Theoretical Science, B.A., 1965, Amherst; Ph.D., 1971, Stanford (1977)

Special Staff

John Hardnock, senior research staff (elementary particle theory), B.S., 1966, Princeton; Ph.D., 1972, Geor- gia Institute of Technology (1985)

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 211, 212, 213 or PHYS 211, 212, 213 and PHYS 224, 225, 226), one year of general chemistry with laboratory (the equivalent of CH 211, 212, 213 or CH 212, 223 and CH 227, 228, 229), and, if possible, one term of differential equations and two terms of multivariable calculus (the equivalent of MATH 256 and MATH 257, 258). Transfer students should also have completed as many as possible of the univer- sity requirements for the bachelor's degree (see Bachelor's Degree Requirements under Regis- tration 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. Alterna- tively, students with bachelor's degrees in phys- ics 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 Bac- chelors Degree Requirements in the Registration and Academic Policies section of this bulletin. In addition, for the B.A. degree, the foreign-language requirement must be completed. One of the scientific languages—French, German, or Rus- sian— is desirable, as is study of physics and chemistry.
Advanced Physics Laboratory (PHYS 490), three terms ........................................... 3
Physics or mathematics electives or both .......... 12

Honors
To be recommended by the faculty for graduation with honors, a student must complete at least 40 credits in upper-division physics courses, of which at least 40 credits must be taken for letter grades, and earn at least a 3.50 grade point average in these courses.

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.

Foundations of Physics I (PHYS 251, 252, 253), General Physics (PHYS 201, 202, 203), or General Physics with Calculus (PHYS 211, 212, 213) is prerequisite to all upper-division physics courses and should constitute part of the minor program. Students should be advised to seek the permission of the physics advising coordinator.

Engineering
Students interested in engineering may complete preparatory course work at the University of Oregon before entering 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 OSU and one in engineering from CEU. For more information, see the Engineering Preparatory section of this bulletin.

Secondary School Teaching
Although the University of Oregon does not offer professional preparation of science teachers, an academic major in physics provides a strong subject-matter background for entry into a secondary teacher-education program. Students interested in a teaching career may obtain information about teacher education from the Office of Academic Advising and Student Services, 146 Oregon Hall.

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, chemical physics, 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 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.

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 governed 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 with a minimum undergraduate grade point average (GPA) of 3.00 (B) in advanced physics and mathematics courses. Submission of scores on the Graduate Record Examinations (GRE), including the physics test, is required. 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 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 and 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. New students are automatically eligible 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.

To ensure equal consideration for full term admission, the deadline for applications for financial aid is February 15. Late applications for admission may be considered until July 15.

Degree Requirements
Entering students should consult closely with their assigned adviser. Students should take 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 at 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-credit physics sequence taken at the 500 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 15 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 minimum of 15 credits earned at another accredited graduate school may be applied, and a minimum 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 505) or 3 credits in Research (PHYS 601) and 6 credits in Thesis (PHYS 505).

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 reviewing areas of deficiencies in undergraduate background, students typically prepare for the qualifying examination by taking 500-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 adviser. 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 the background 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 creditable prose style. Candidates must receive approval of the dissertation within seven years of passing the qualifying examination.

ASTRONOMY COURSES (ASTR)

121, 122, 123 Element Astronomy (4,4,4)
121: naked-eye astronomy, development of astronomical concepts, and the solar system; 122: structure and evolution of stars; 123: galaxies and the universe. Primarily for nonscience majors.

201, 202, 203 General Physics (4,4,4) Introduction to Astronomy and Astrophysics (3,3,3) 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. Sequence. Prerequisite: MATH 111, 112 or equivalent.

PHYSICS COURSES (PHYS)

101, 102, 103 Essentials of Physics (3,3,3) Fundamental physical principles. 101: mechanics; 102: heat, waves, and sound; electricity and magnetism; 103: modern physics. For nonscience majors.

151 Waves, Sound, and Light (4) Nature of vibrations and waves. Descriptions of various waves in our surroundings: mechanical, water, sound, and electromagnetic waves. Primarily for nonscience 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. Prerequisite: PHYS 151. Primarily for nonscience majors.

153 Physics of Light and Color (3) Light and color, the properties by which they are perceived, and how they are perceived and interpreted. Prerequisite: PHYS 151. Primarily for nonscience majors.

154 Lasers (3) Physics and technology of lasers. General concepts of waves, optics, and atomic physics. Lasers as devices, and present and planned applications of lasers. Prerequisite: PHYS 151.


162 Solar Energy (3) Introduction to current topics in solar energy, such as solar radiation, passive solar buildings, and hot water heating. Primarily for nonscience majors.


196 Field Studies [Topic] (1-2R)

198 Workshop [Topic] (1-2R)

199 Special Studies [Topic] (1-5R)

201, 202, 203 General Physics (4,4,4) Introduction to Astronomy and Astrophysics (3,3,3) 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. Sequence. Prerequisite: MATH 111, 112 or equivalent. For science, pre-health, and architecture students.

204, 205, 206 Introductory Physics Laboratory (2,2,2) Practical exploration of the principles studied in general physics lectures. Measurement and analysis methods applied to experiments in mechanics, waves, sound, thermodynamics, electricity, magnetism, optics, and modern physics. Sequence. Prerequisites: MATH 111, 112 or equivalent. For science majors and preengineering and prehealth science students.

251, 252, 253 Foundations of Physics I (4,4,4) Mechanics and special relativity. 252: electricity and magnetism. 253: quantum phenomena. Sequence. Prerequisites: major status or instructor's consent; corequisites: PHYS 201, 202, 203 or PHYS 211, 212, 213 or instructor's consent.

211, 212, 213 General Physics with Calculus (4,4,4) Introductory sequence covers roughly the same topics as PHYS 201, 202, 203 but in greater mathematical depth. Sequence. Corequisite: MATH 251, 252, 253 or equivalent. For science majors and preengineering and prehealth science students.

251, 252, 253 Foundations of Physics I (4,4,4) Mechanics and special relativity. 252: electricity and magnetism. 253: quantum phenomena. Sequence. Prerequisites: major status or instructor's consent; corequisites: MATH 251, 252, 253 or equivalent. Lectures and associated laboratory.

301, 302, 303 Physics Students' View of Nature (3,3,3) 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. Sequence. Prerequisites: junior or senior standing, GOWSMA. Primarily for nonscience majors.

351, 352, 353 Foundations of Physics II (4,4,4) 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. Sequence. Prerequisites: major status or instructor's consent; corequisites: MATH 256, 281, 282.


399 Special Studies [Topic] (1-5R)

401 Research [Topic] (1-16R) F/N only

403 Thesis (1-2R)
POLITICAL SCIENCE
936 Prince Lucien Campbell Hall
Telephone (503) 345-4844
Deborah Baumgold, Department Head

Faculty


CourtesY


Emeriti

James C. Davies, professor emeritus. A.B., 1939, Oberlin; Ph.D., 1952, California, Berkeley. (1963)


The date in parenthesis at the end of each entry is the first year on the University of Oregon faculty.

About the Department

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 than majors without such experience to obtain governmental employment after receiving their degrees.

Undergraduate Studies

The undergraduate program in political science is designed (1) to provide a systemic understanding of the political process, (2) to provide a basic background for students preparing for careers in local, state, and national government as well as in law, journalism, and the teaching of social sciences; (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 controversies of political science. Advisor 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 8 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 48 credits in undergraduate political science courses leading to a bachelor of arts (B.A.) or a bachelor of science (B.S.) degree. At least 32 credits must be upper division; 16 credits may be lower division. All 48 credits must be taken for letter grades and passed with grades of C- or better. Of the 48 credits, 8 must be taken in each of three subfields chosen from the following: political behavior, comparative politics, 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 48-credit requirement and counted toward the subfield of concentration.

A total of no more than 16 credits in Research (PS 401), Thesis (PS 410), Studying and Conference (PS 405), Field Studies (PS 405), Workshop (PS 408), and Practicum (PS 409) may be applied toward the 48 credits for a political science degree.

No more than 10 credits of Field Studies (PS 405) may be applied toward the 48 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.

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 2 credits in Thesis (PS 410) before the end of the winter quarter of the junior year. A faculty committee will decide if the student is eligible to graduate with honors.

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 students choose focus 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 a faculty advisor, plan course programs. The following sample two-year programs is a guide for students undertaking a general program in political science. It is essential that each student consult a faculty advisor, 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

15 credits

United States Politics (PS 201) or equivalent. 4
Arts and letters elective ........................................ 4
College Composition I (WR 121) ................................ 3
University Mathematics 1 (MATH 105) or foreign language .................................................. 3

Winter Term 16 credits
International Relations (PS 268) or equivalent .................................................. 4
Introduction to Sociology (SOC 204) .................................................. 4
Science elective .................................................. 4
College Algebra (MATH 111) or foreign language .................................................. 4

Spring Term 16 credits
Introduction to Contemporary Political Theory (PS 207) or equivalent .................. 4
Social science elective ..... 4
ELECTIVE .................................................. 4
Introduction to Methods of Probability and Statistics (MATH 243) or foreign language .... 4

Sophomore Year

Fall Term 15 credits
Political Ideologies (PS 225) or equivalent .................................................. 4
Arts and letters elective .................................................. 4
College Composition II or III (WR 122 or 123) .................................................. 3
Introduction to Economic Analysis .................................................. 4
Microeconomics (EC 201) .................................................. 4

Winter Term 16 credits
Political science 300-level elective or equivalent lower-division course .................................................. 4
Applicants to 200-level course .................................................. 4
Science elective .................................................. 4
Elective .................................................. 4

Spring Term 16 credits
Political science 300-level elective or comparable lower-division course .................................................. 4
Arts and letters elective .................................................. 4
Science elective .................................................. 4
Elective .................................................. 4

Entrance to the Graduate Program

Admission

Students who have earned a bachelor's degree in political science may be admitted to the graduate 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. 2. Preparation of a comprehensive examination. 3. Demonstration of proficiency in quantitative and research methods. 4. After completion of course work, passing a comprehensive examination in one primary field and two secondary fields selected from: a. Classical and contemporary political theory b. Comparative politics c. International relations d. Public policy e. Research methodology. 5. United States government. Each field comprises several themes from which the student must choose a subnet. 6. An oral and a written examination taken on material from the primary field. The examination for one secondary field may be satisfied by a research paper and an oral examination; a written examination covers material from the other secondary field. 7. Students may use a customized subnet as one of the two subnets. The content of this subnet is decided by consensus of the student and at least three faculty members. 8. Defense of the written dissertation in an oral examination.
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 should consult the most recent UC Schedule of Classes or inquire at the department office.

101 Modern World Governments (4) Introduction to the political systems, practices, and institutions of leading contemporary nations including Britain, France, Russia, China, and selected nations within Africa and Latin America. Hammond.

104 Problems in United States Politics (4) Current policy issues in American politics, e.g., unemployment, education, crime, Jacobs, Medler.

105 Crisis and Response in International Politics (4) International crises examined in terms of the collective responses made by nation-states and international organizations. Hammond. Open only to freshmen, sophomores.

199 Special Studies: [Topic] (1-5R)

201 United States Politics (4) Theoretical introduction to American institutions, political doctrine, and ideology as these affect the course of politics and public policy in the United States. Baugh, Southwell.

203 State and Local Government (4) 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 (4) Major concepts and approaches in the study of comparative government and politics. Kraus.

205 International Relations (4) Introduction to intellectual tools for analysis of world politics. Baugh, Kraus, R. Mitchell, Skalnes.

207 Introduction to Contemporary Political Theory (4) Theories of collective action, power, conflict of interest, and the role of context in the study of political institutions. Orbell, Southwell.

208 Introduction to the Tradition of Political Theory (4) Selected issues in political theory such as political obligation, rationality, diversity, and relativism. Covers contemporary and classical theories. Baugold, Zannovich.

225 Political Ideologies (4) Origins, functions, and political implications of several ideologies such as liberalism, fascism, communism, feminism, environmentalism, and nationalism. Zannovich.

230 Introduction to Urban Politics (4) Conflict in cities; power structures; protest movements and political participation; urban political institutions; critiques of urban politics; block politics. Diamond.


240 Introduction to Public Policy and Administration (4) Alternative means of explaining the process of policymaking and alternative strategies of decision-making in the policy process applied to contemporary issues.

288 Introduction to Political Psychology (4) Contemporary cognitive theories applied to political behavior. Individual and collective processes. Orbell.

297 Introduction to Environmental Politics (4) Growth-driven modern economy and environmental limits in Western, East European, and Third World countries. United States environmental policy: alternative environmental political futures. Diamond, Goldrich.

301 Art and the State (4) 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.


326 United States Foreign Policy I (4) Basic concepts underlying the formulation and implementation of United States foreign policy: relationships between American society and foreign policy; the role of U.S. in the international environment. Baugh, Kraus, R. Mitchell, Southwell.

336 Political Systems of Postwar Germany (4) Domestic and international political history of Germany; division, unification since 1945. Hammond.

338 Southeast Asia in Modern Times (4) Historical background, contemporary political systems, and major problems of Burma, Thailand, Malaysia, Singapore, Laos, Cambodia, Vietnam, Philippines, and Indonesia.

340 International Political Economy (4) Links between economics and politics in the international system. Basic concepts include power, dependence, inequality, imperialism, and development. Micro- and macroeconomic models.


348 Women and Politics (4) Examines the treatment of women in the legal and social world of political politics. Links this body of thought to contemporary views on women. Diamond, Southwell.

349 Mass Media and American Politics (4) 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 (4) In Strategic issues for politicians and citizens interested in winning votes. Theoretical materials from political science and related disciplines cast light on these practical questions. Medler.

355 Oregon Government and Politics (4) 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.

360 Introduction to Political Science Research (4) Formulating a research question for political science process models; drawing conclusions to test the models; revising and refining models. Applications from many sociopolitical processes. Perreg: MATH 111 or equivalent or instructor's consent. Baugh.

401 Research: [Topic] (1-15R)

403 Thesis (1-15R) P/N only

405 Reading and Conference: [Topic] (1-15R)

406 Field Studies: [Topic] (1-5R) R for maximum of 10 credits.

407/507 Seminar: [Topic] (1-4R) Offerings vary from year to year. Depending on student needs and faculty interests.

408/508 Workshop: [Topic] (1-21R)

409 Practicum: [Topic] (1-3R) P/N only

410/510 Experimental Course: [Topic] (1-4R) Offerings vary from year to year. Depending on student needs and faculty interests.

412/512 Administrative Organization and Behavior (4) Theories of bureaucratic organization, including groups, the nature of authority, organizational control, and decision-making. Research findings from various social sciences. Jacobs.

414/514 Political Parties and Elections (4) The primary functions of parties in the United States as compared with other systems: socialization and recruitment, political identification, voting behavior, and party organization. Southwell.


424/524 Politics of Western Europe (4) Governmental institutions and political processes of Great Britain, France, and the Federal Republic of Germany. Special attention to interest groups, parties, and voting behavior. Prereq: PS 204 or instructor's consent. Baugh.

425/525 Politics of the European Community (4) Governmental institutions and political processes of the smaller Western European democracies: Italy, Belgium, the Netherlands, and the Scandinavian countries. Hammond. Southwell.

426/526 United States Foreign Policy II (4) Processes by which United States foreign policy is made and executed: problems leading to suboptimal results; predicting future policy and outcomes. Prereq: PS 326 or instructor's consent. Baugh.

430/530 Political Theory: Ancient and Medieval (4) Greek, Roman, and medieval political thought covering Socrates, Plato, Aristotle, Cicero, Augustine, and Aquinas. Baugold.

431/531 Political Theory: Renaissance, Reformation, and Early Modern (4) Development of political theory during the 15th and 16th centuries including utilitarianism and radical, revolutionary, and liberal democratic traditions. Baugold.


459/584 United States Supreme Court (4) The Supreme Court as a political body; the judicial role in the contest of the economic, political, social, and psychological factors that influence the court's decisions. Berk.

460/585 Civil Rights and Civil Liberties (4) The Supreme Court's rulings on civil liberties and civil rights, freedom and equality, especially under Chief Justices Warren and Burger. Berk.


467/587 Topics in American Political Development (4) Historical study of American exceptionalism, state building, political culture, class formation, and political economy from new institutionalist, new constitutionalist, and possible-worlds perspectives. Pregrad: graduate standing or instructor's consent. Berk.

468/589 Comparative Public Policies (4) Comparison of public policies in cross-national settings with special attention to the race and re-enforcement of the active state.
PSYCHOLOGY

131 Straub Hall
Telephone (530) 346-4921
Department Head

FACULTY


Dare A. Baldwin, associate professor (language acquisition, semantic development, cognitive development). B.A., 1964, California, Berkeley; M.Sc., 1964, California, Santa Cruz; Ph.D. 1969, Stanford. (1963)


Peter M. Levine, professor emeritus. B.S., 1946, Massachusetts Institute of Technology; Ph.D., 1956, Stanford. (1956)


Richard A. Littman, professor emeritus. A.B., 1943, Stanford; Ph.D., 1948, Ohio State. (1948)


Emeriti

Robert F. Faget, professor emeritus. B.S., 1946, Massachusetts Institute of Technology; Ph.D., 1956, Stanford. (1956)

Peter M. Levine, professor emeritus. B.S., 1946, Massachusetts Institute of Technology; Ph.D., 1956, Stanford. (1956)


Richard A. Littman, professor emeritus. A.B., 1943, Stanford; Ph.D., 1948, Ohio State. (1948)


The date in parentheses after 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 highly desirable. In order to provide broad liberal arts training that prepares students for college studies is appropriate for majoring in psychology at the university.

Careers: Some students 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 in the public schools. Others 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, 1230 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. Honors College Introduction to Experimental Psychology (HC 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 intended to provide a broad variety of courses at 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.

Premajor Requirements

Before being formally admitted as a psychology major, students must fulfill the premajor requirements. Students intending to major in psychology are considered psychology premajors until these requirements are satisfied. After establishing a title in the psychology major office, a premajor is assigned an advisor.

Premajor requirements or their equivalents must be taken for letter grades and passed with grades of C- or better. Set I requirements should be completed by the end of the sophomore year and Set II by the end of the junior year. Delays could postpone graduation.

Set I: 12 credits

Mind and Brain (PSY 291) .......................... 4
Mind and Society (PSY 202) .......................... 4
College Algebra (MATH 111) .......................... 4

Set II: 8 credits

Statistical Methods in Psychology (PSY 302) ........... 4
Research Methods in Psychology (PSY 302) ........... 4
If MATH 243, 425, 626, 641, and 426 is substituted for PSY 302, the mathematics course may be counted toward the minimum of 40 psychology credits.

After completing premajor requirements, the student must fill out a Change of Major form in the psychology main office.
PSYCHOLOGY

Major Requirements

Prerequisites and major required courses must total a minimum of 40 credits in psychology—at least 32 upper-division credits (excluding PSY 406 and 409) and at least 12 taken at the University of Oregon. Required courses must be taken for letter grades and passed with grades of C- or better. Elective psychology courses may be taken pass/fail.

1. 16 credits in psychology courses numbered 401-487
   a. At least 8 of the 16 credits must be in courses numbered 430-480
   b. At least 8 of these 16 credits must be in courses numbered 451-487

2. One year of college-level biology, chemistry, or physics

Planning a Program

Besides attending lecture courses, students may participate in seminars, reading and conference courses, laboratory work, fieldwork, and other means of gaining experience. With the aid of advisors, students design programs directed toward one of three options: liberal arts, professional, or honors.

Sample Program

The sample program below provides an idea of a typical course load during the freshman year.

Fall Term

- 13-15 credits
  - Arts and letters elective ........................................ 3-4
  - College Composition I (WR 121) .................................. 3
  - Science elective .................................................... 3-4

Winter Term

- 16-19 credits
  - Arts and letters elective ........................................ 3-4
  - College Composition II or III (WR 122 or 123) ................. 3
  - Mathematics ....................................................... 4
  - Science elective ................................................... 3-4
  - Social science elective ............................................ 3-4

Spring Term

- 17-20 credits
  - Arts and letters elective ........................................ 3-4
  - Mind and Brain (PSY 201) or Mind and Society (PSY 202) .... 4
  - Mathematics ....................................................... 4
  - Science elective ................................................... 3-4
  - Social science elective ............................................ 3-4

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 advisor.

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 advisors for an informal yet informative advising session.

Questions about any aspect of the university system—how to read the schedule of classes, grade point average, where to seek financial assistance, how to plan a course schedule, and similar matters—and specific inquiries about the department's major, opportunities, facilities, and faculty members are welcome at these sessions. After meeting with a peer advisor and designing a tentative first-semester course schedule as well as a tentative list of more technical questions, students make appointments with their assigned faculty advisors.

The peer advising stations are open eight hours a day during New Student Week for both drop-in visitors and scheduled appointments. During the school year, the peer advising office in 141 Straub Hall has regularly scheduled hours. All psychology students are encouraged to use the facilities (a small library, test file, journals, and graduate school brochures) and to talk informally with a friendly peer advisor 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 a strong emphasis on work in the humanities in addition to courses in science that stress the relation 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 407), Reading and Conference (408), Seminar (PSY 409). 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 they have graduated in undergraduate psychology and related courses have averaged mild-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 advisable 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 28 credits in psychology; the cognitive science option requires 37 credits in psychology, as described as follows:

Psychology Option

- 28-30 credits
  - Mind and Brain (PSY 201) and Mind and Society (PSY 202) or Honors College Introduction to Experimental Psychology (HC 211H, 212H) ........................................... 8
  - Statistical Methods in Psychology (PSY 302) and Research Methods in Psychology (PSY 353) or equivalents from other departments ................................................................. 8
  - Three courses chosen from PSY 430-487, at least one from PSY 430-480 and one from PSY 451-487 ......................................................... 12-14

At least 16 of the 26 credits must be taken for letter grades, and at least 10 must be upper division.

Cognitive Science Option

- 37-41 credits
  - Any two 4-credit courses in computer and information science ........................................... 8
  - Introduction to Linguistics (LING 290) or Language, Mind, and Culture (LING 421) .......... 4
  - Mind and Brain (PSY 201) or Honors College Introduction to Experimental Psychology (HC 211H, 212H) ........................................... 8
  - Statistical Methods in Psychology (PSY 302) and Research Methods in Psychology (PSY 353) or Cognitive Science with Laboratory (PSY 450) ........................................................................ 8
  - Human Neurophysiology (PSY 454) ........................................................................ 4
  - One additional course from PSY 451-487 ........................................................................ 4

At least 20 of the 37 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.

Secondary School Teaching

Although the University of Oregon does not offer professional preparation of social studies teachers, an academic major in psychology provides a strong subject-matter background for entry into a secondary teacher-education program. Students interested in a teaching career may obtain information about teacher education from the Office of Academic Advising and Student Services, 164 Oregon Hall.

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 cognitive, physiological psychology, which emphasizes on
interdisciplinary neuroscience program with biology and chemistry; clinical, developmental, and social-personality.

A master of arts (M.A.) or master of science (M.S.) degree is available for a limited number of students not in the Ph.D. program. The department maintains a psychology clinic, specialized facilities for child and social research; experimental laboratories for human research; individual research work at the university, see the Graduate School section of this bulletin.

All students applying for admission to a Ph.D. program in psychology must take the aptitude test and submit the score from the Graduate Record Examinations (GRE) and provide three letters of recommendation on special forms provided by the department. Detailed information on admission, including application forms and information about awards and graduate teaching fellowships (GTFs), may be obtained from the department.

During the first year of graduate work, students acquire a broad background in psychology and are introduced to research. The student's specific program is planned in relation to prior background, current interests, and future goals. Research experience and a dissertation are required of all Ph.D. candidates; teaching experience is recommended, and opportunities to teach are made available. For general regulations governing graduate work at the university, see the Graduate School section of this bulletin.

Clinical Program

A clinical psychologist, in the department's view, is both a scientist and a professional. The graduate program emphasizes the interaction and integration of theory, research, and application in clinical psychology and related community activities. The program seeks to improve students' conceptual understanding of clinical problems and advocates a data-oriented approach to solving problems. It also places importance on psychological development throughout the human life span.

The first year of graduate study includes courses the department requires of all students: a year-long sequence surveying all areas of psychology; a statistics sequence; and a research project. In addition, clinical students get an introductory overview of clinical work and research in the first-year Practicum (PSY 609).

Program requirements include eight courses: Psychopathology (PSY 620); Clinical Psychobiology (PSY 621); three assessment courses: two behavior-change courses, and one elective. In consultation with their advisors, students may develop specialties or supporting areas through their choice of course work, practica, and research. Some areas of specialization are developmental-clinical studies, neuropsychology, behavioral health, and the community.

By the end of the third year, the typical student has completed all course work and is ready for a preliminary examination in psychopathology. The fourth year is devoted mainly to research for the Ph.D. dissertation. In the fifth year, students typically take a year-long clinical internship approved by the American Psychological Association and receive their degrees.

Neurosciences

Neuroscientists in the biology, chemistry, computer and information science, exercise and movement science, and psychology departments have formed an interdisciplinary program in the neurosciences. The focus of the program is 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-granting program of instruction and research is available to students through any of the participating departments. For more information, see the Neuroscience 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 and Centers section of this bulletin.

Master's Program in Psychology

A special master's degree program that does not lead 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 48 credits of course work. Application materials and information may be obtained from the department's graduate secretary.

PSYCHOLOGY COURSES (PSY)

Transfer students should go to the psychology department office for enrollment of courses taken at another institution that might duplicate these courses. Credit is not given for repeating equivalent courses.

193 Special Studies: [Topic] (1–5R)

201 Mind and Brain (4) Introduction to perception, learning, and cognition. With laboratory.

202 Mind and Society (4) Introduction to topics in personality, social, and developmental psychology. With discussion.

211, 212 (F) Honors College Introduction to Experimental Psychology (4.4) See Honors College.

220 Statistical Methods in Psychology (4) Probability and statistics applied in psychological research. Topics include descriptive statistics, hypothesis testing, correlation, regression, and design of experiments. Prereq: MATH 111, PSY 201, 202. WAB laboratory.

293 Research Methods in Psychology (4) Use of library and bibliographic methods, handling of survey data, coding, interviewing, standardized tests, and experiments. Prereq: or coreq: PSY 301.

294 Biopsychology (4) Relationships between brain and endocrine activity and behavior. Topics include sensoory, perception, sexual behavior, drug effects, eating, drinking, sleeping, dreaming, and learning.

310 Thinking (4) Psychological methods involved in problem solving, complex learning, and various forms of rational and irrational reasoning and belief systems.

375 Development (4) Survey of social, intellectual, and personality development.

383 Psychoactive Drugs (4) Psychological and behavioral effects of psychoactive drug such as alcohol, opiates, barbiturates, and excitants. The psychology of use and abuse; therapies for correcting drug problems. Prereq: instructor's consent.

388 Human Sexuality (4) Nature of human sexuality, hormonal, institutional, and learned factors in sexuality; psychosexual development; frequency and significance of various types of sexual behavior: sexual inadequacy, homosexuality, sexual deviation.

401 Research: [Topic] (1–21R) P/N only

403 Thesis: (1–21R)

405 Reading and Conference: [Topic] (1–21R)

406 Field Studies: [Topic] (1–21R) P/N only

407/407 Seminar: [Topic] (1–5R)

408 Laboratory Projects: [Topic] (1–9R) P/N only

409 Practicum: [Topic] (1–9R) P/N only

410/510 Experimental Course: [Topic] (1–5R)

411/511 Theories of Personality (4) 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 (4) Philosophy and theories of personality of the "Third Force" school of psychology what distinguishes humanistic psychology from behaviorism, psychoanalysis, and cognitive theories of personality. Prereq: PSY 431/531, or instructor's consent. Not available for credit to psychology Ph.D. candidates.

420/520 Psychology and Law (4) 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 402, 410, or instructor's consent. Not available for credit to psychology Ph.D. candidates.

421/521 Psychology of Visual Art (4) Perceptual, cognitive, and affective bases of pictorial art. Topics include perception of space, color, form, the function of images, effects of viewing enigmatic painting, cartoons and caricatures. Prereq: PSY 438/538 or instructor's consent. Not available for credit to psychology Ph.D. candidates.

427/527 Abnormal Psychology (4) Unusual behavior including anxiety states, hysteria, hypnotic phenomena, and psychoses. Normal motives and adjustments considered in their exaggerations in the "neurotic" person. Prereq: PSY 201 or 202 or HC 211, 212. PSY 302 recommended. Psychology majors may not receive credit for both, PSY 427/527 and 428/538. Not available for credit to psychology Ph.D. candidates.

430/530 Cognitive Science with Laboratory (5) Psychological approaches to topics in mental representation, language, and other mental processes. Taught in a laboratory environment; includes experiments and simulations of human information processing. Sequence. Prereq: PSY 302, 303.

433/533 Learning and Memory (4) Processes underlying learning and memory, including evolution. Topics range from simple forms of behavior change to the acquisition, retention, forgetting, and retrieval of symbolic information. Prereq: PSY 302, 303.
RELIGIOUS STUDIES

223 Chapman Hall
Telephone (503) 345-9791
Benjamin Johnson, Department Head

FACULTY


Emeriti


The dates in parentheses at the end of each entry is the first year of the University of Oregon faculty.

PARTICIPATING

Aletha Brooks, anthropology
Andrew E. Goble, history
Marlon Sherman Goldman, sociology
Benjamin Johnson, sociology
Kenneth B. Liberman, sociology
Jack A. Maddex, history
Jennifer T. Rondeau, history
Sharon B. Sherman, English
Anita Weiss, international studies
Daniel N. Wojcik, English

ABOUT THE DEPARTMENT

The Department of Religious Studies offers courses concerning the teachings 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 many cultures past and present, and for students in all fields, as well as integrated programs for majors in religious studies.

The department annually sponsors a distinguished visiting lecturer 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 in religious education at a seminary in preparation for a career as a religious leader. Social service organizations such as the YMCA, YWCA, Red Cross, community services, and international aid agencies provide additional career possibilities. A major in religious studies provides broad training and enrichment for any of the humanitarian professions.

UNDERGRADUATE STUDIES

Major Requirements

The major requires 44 credits in religious studies courses, not all of which carry the REL subject code. (See Additional Courses listed at the end of the religious studies courses.) Of the 44 credits, 8 must be in Great Religions of the World (REL 201, 202) and 26 must be upper division.

All courses satisfying the major requirement must be taken for letter grades. Courses of D+ or lower is not accepted as a passing grade in more than one course.

Honors 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 typically registers for 4 credits of Research (REL 401) winter term of the senior year, in order to prepare for writing the thesis, and for 4 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.

Minor Requirements

The minor in religious studies requires 24 credits, including 8 in Great Religions of the World (REL 201, 202) and 16 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.

GRADUATE STUDIES

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 (ISIP) master's degree (M.A. or M.S.) focusing on religious studies, or through 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 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 section of this bulletin. Additional information is available from the listed departments.


Art History, M.A., Ph.D. Medieval Christian art. Richard A. Sanders

Asian Studies, M.A., East Asian religions. Yoel Tokuno (religious studies)

Classics, M.A. Classical civilization. Ancient religions in or related to ancient Greece and Rome. Jeffrey M. Hartt (art history), Steven Lowenstein, John Nichols (history), C. Bennett Paschal, J. T. Sanders (religious studies), Steven Shapman (English)

History, M.A., Ph.D. History of Christianity. Jack F. Maddex, Mavis Howse, Jane T, Sanders (religious studies), Augustine C. A. Thompson, (religious studies)

Philosophy, M.A., Ph.D. Philosophy of religion. Robert T. Herbert

Sociology, M.A., Ph.D. Sociology of religion. Marion Sherman, Benjamin Johnson

RELIGIOUS STUDIES COURSES (REL)

111 Introduction to the Study of the Bible (4) Content and organization of the various Jewish and Christian scriptures; scholarly method and standard research tools used in the study of the Bible. Sanders. Primarily for freshmen and sophomores; seniors may be required to meet a higher grade standard than other students.

199 Special Studies: [Topic] (1-5R)

201, 202 Great Religions of the World (4,4) Hinduism, Buddhism, Confucianism, Taoism, Shinto, Judaism, Christianity, and Islam. Examination of their beliefs, practices, and institutions in history and culture.


314 Greek and Roman Religions (4) Ancient Greek and Roman religions (Greece, Italy, Oriental religions in Roman paganism) Sanders.

315 Early Judaism (4) Development of the Jewish religion from its earliest existence until the Christian era. Sanders.

316 Beginnings of Christianity (4) History of Christianity from the time of Jesus until 200 C.E. Sanders.

321, 322, 323 History of Christianity (4,4,4) 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 (90-650); 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.

324, 325 History of Eastern Christianity (4,4) Byzantine Christianity from the founding of the Christian Roman Empire to the Fall of Constantinople in the 15th century. 325: the Eastern churches from the 15th century to the present.
ROMANCE LANGUAGES

101 Friendly Hall
Telephone (503) 346-1021
Francoise G. Calin, Department Head

FACULTY


Jorge R. Ayora, associate professor (Spanish American literature; B.A., 1957; Ph.D., 1954, Washington (Seattle); Ph.D., 1969; Vanderbilt;


Jacqueline Cruz, assistant professor (modern Peninsular and Latin American literature). B.S., 1985; M.A., 1987; Ph.D., 1993; California, Los Angeles.


Jian A. Epple, associate professor (Spanish-American literature; Licentiate, 1971; Cal.; M.A., 1977, Ph.D., 1980; Harvard (1980);


Steven Renaldi, professor (French literature, literary theory, etc.). Comparateur; B.A., 1961, Colorado; Ph.D., 1967; Johns Hopkins.


Emeriti


The date in parentheses at the end of each entry is the first year on the Oregon University faculty.

ABOUT THE DEPARTMENT

The Department of Romance Languages offers an extensive range of courses and degree programs, from introduction 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 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 leading to a major in Romance languages:

1. As much work as possible in two Romance languages (French, Italian, Spanish)
2. Knowledge of European or Latin American history and geography
3. Communication skills, speech, and essay or theme writing. These skills enable the student to communicate ideas logically. Literature courses, papers, or essay examinations are generally required.
4. Experience in literary studies

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 tourism-related agencies, among others.

UNDERGRADUATE STUDIES

Major programs leading to undergraduate degrees are provided in French, Italian, Spanish, and Romance languages (two languages). Majors concentrate on Romance languages, literature, and cultures. Attention is given to developing the skills of understanding, speaking, and writing the modern idiom. The Yamada Language Center, in
Major Requirements

The department requires that majors take a minimum of three literature courses (12 credits) on the Eugene campus— at least two of them (8 credits) at the 400 level. Specific requirements for each major are listed below. Students are urged to consult their advisors to create balanced programs.

Roman Language. Forty-eight credits in two Roman languages— passed with grades of C- or better—are required beyond the second-year language sequence, distributed as follows:

First Roman Language 32 credits
Language courses ........................................ 12
Survey of Latin Literature (SPAN 316, 317) 12
or ITAL 317, 318, 319 or three from SPAN 316, 317, 318, 319 12
Additional literature courses 8

Second Roman Language 16 credits
Language courses ........................................ 8
Literature courses ...................................... 8
French. Forty-eight credits in French— passed with grades of C- or better—are required beyond second-year French, distributed as follows:

Reading French (FR 201) .................................. 4
Writing French (FR 203) .................................. 4
Survey of French Literature (FR 317, 318, 319) or the equivalent ........................................ 12
French literature courses numbered 338 12
or above .................................................... 12
French electives (e.g., literature, history of French; literature, phonetics)........ 12
Advanced Writing in French (FR 416) . .................. 4
Additional work in related fields is recommended (e.g., another Romance language, English, linguistics, art, history, philosophy, history).

Italian. Forty-eight credits in Italian— passed with grades of C- or better—are required beyond second-year Italian, distributed as follows:

Reading Italian (ITAL 261) .................................. 4
Writing Italian (ITAL 263) .................................. 4
Oral Skills (ITAL 307), two terms 4
Survey of Italian Literature (ITAL 317, 318, 319) 12
Italian literature .......................................... 12
Italian electives (e.g., literature, film, culture) ....... 12
Additional work in related fields is recommended (e.g., another Romance language, English, linguistics, art, history, philosophy, history).

Spanish. Forty-eight credits in courses— passed with grades of C- or better—are required beyond second-year Spanish, distributed as follows:

Reading Spanish (SPAN 301) .................................. 4
Writing Spanish (SPAN 303) .................................. 4

Honors

Application for graduation with honors must be made through the student's department adviser no later than the end of the term before the term of graduation.

Approval for graduation with honors is granted to a student who:

1. Maintains at least a 4.00 grade point average (GPA) in all upper-division department course work and at least a 3.50 GPA overall or

2. Maintains at least a 3.75 GPA in all upper-division department course work and at least a 3.50 GPA overall and submits an honors thesis written under the guidance of a Romance language faculty thesis adviser. The thesis advisor determines whether the thesis is acceptable and may require the student to register for up to 6 pass/no pass (P/N) credits in Thesis (FR, ITAL, SPAN 403).

Minor Requirements

Students may earn a minor in Italian, French, or Spanish (not in Romance languages) by completing 28 credits in upper-division courses, passed with grades of C- or better, in one language area. At least 12 credits must be in language study and literature courses at the 120 level. A minimum of three literature courses (12 credits) must be taken on the Eugene campus, at least two of which (8 credits) must be at the 400 level. Readings in courses taken 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 printed materials used in teaching foreign languages in films 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 in 209 Friendly Hall.

Scholarships

The department administers scholarships for undergraduate students of foreign languages. The Perry J. Powers Scholarship is awarded annually to an outstanding Romance languages major. The Charles Sleekins Endowment Scholarship is usually awarded to a number of selected participants in the Mexican study programs. The Leaga M. Kell Scholarship is awarded every other year to an outstanding student with financial need. The Helen F. Jones Scholarship is awarded every year to an outstanding graduate student abroad. The Emile H. Hennings Scholarship is awarded every year to a Romance language major or minor student who is studying in Italy with the university's overseas study program. The James F. Wetzel Memorial Scholarship is awarded every year to an outstanding graduate student in the Department of Romance Languages. Additional information may be obtained in the department office.

Study Abroad

Students are encouraged to study abroad during their tenure at the university. Before going abroad students should consult an appropriate language adviser about the selection of a program and the courses to be taken within that program. Courses taken in which the readings or lectures or both are in English do not count toward the major, the minor, or the B.A. foreign language requirement.

Students in all University of Oregon overseas study programs enroll in courses with subject codes 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.

France. The Oregon State System of Higher Education provides opportunities for a year's study in France at the Universities of Poitiers and Lyons. Although the programs are primarily intended for undergraduates, some graduate credit may be obtained if proper arrangements are made with the department.

In Poitiers, students with two years of college French take courses at the Oregon Study Center. More advanced students may also attend a few classes at the University of Poitiers. Not all courses taken at Poitiers satisfy major requirements. Students should consult a major adviser before leaving for Poitiers.

In Lyon, students with two years of college French take intensive courses in French language literature, and history in an institute for foreigners. In addition, they attend regular classes at the University of Lyon. Students who have three years of college French and have passed an entrance examination take all their courses from the standard curriculum of the Lyon universities alongside native students. The University of Oregon provides the opportunity to study during term at the University of Le Mans. Participants must have completed at least one year of French (FR 103) or the equivalent.

Italy. Since 1970 the university has had a summer program from early July to mid-August in Italy, at the Università Italiana per Stranieri, Perugia. It is open to both undergraduate and graduate students. No previous knowledge of Italian is required, but participants with one or more years of instruction in the language must complete at least one course because, with the exception of one of speeded 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 February 15 receive priority consideration.

The university participates in a consortium program in Siena, Italy. Students may enroll for one
or more terms during the fall-through-spring academic year. The curriculum includes work at all levels in intensive Italian language and courses taught in English on Italian art history, 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 term. 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.

Secondary School Teaching

Students interested in licensure as an Oregon secondary teacher with the French or Spanish endorsement may obtain information from the Office of Academic Advising and Student Services, 164 Oregon Hall.

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, Spanish and to the degree of doctor of philosophy (Ph.D.) in Romance languages.

The master's degree program encourages broad research in each of the language areas. The Ph.D. program allows students to focus on a specific field of interest.

The resources of the UO Library system for research in French, Italian, and Spanish are fully adequate for the department's graduate programs. In some fields they are outstanding. The library's holdings of learned periodicals are extensive.

Admission

An applicant for admission to the master of arts (M.A.) program should typically have completed an undergraduate major in a Romance language and literature or its equivalent (e.g., licence, licenciatura). Students with a degree in another discipline may apply, provided they have a good knowledge of at least one Romance language and are familiar with one Romance literature. An applicant for admission to the Ph.D. program should typically have completed a master of arts degree in a Romance language and literature or its equivalent (e.g., maîtrise). Students should have at least a reading knowledge of a second language upon entering the Ph.D. program.

Admission Procedure

1. Obtain a Graduate Admission Application from the graduate secretary, Department of Romance Languages
2. Send the first copy to the university office of Admissions with a $50 fee and the remaining copies to the graduate secretary, Department of Romance Languages
3. Submit or send to the graduate secretary, Department of Romance Languages:
   a. An official transcript showing college-level work as of the date of application
   b. A 750-word statement of purpose describing academic experience, the reasons for wanting to do graduate work in the UO Department of Romance Languages, and eventual career goals. Students applying to the Ph.D. program must also specify their research interests
   c. Three letters of recommendation from faculty members who can directly comment on the applicant's language competence and aptitude for graduate studies in literature. One letter may refer to potential teaching ability
   d. An official record of verbal and quantitative Graduate Record Examinations (GRE) scores for native English speakers. International students must demonstrate proficiency in English with a score of at least 500 on the Test of English as a Foreign Language (TOEFL)

4. Students applying to the Ph.D. program must submit a substantial writing sample (e.g., master's thesis, graduate seminar paper, or undergraduate research paper on a relevant topic)

Priority is given to applicants whose files are complete by February 15. The department's graduate admissions committee reviews the completed file and notifies the applicant of its decision. New students are typically admitted to the program for the fall term.

Graduate Teaching Fellowships

A number of graduate teaching fellowships are available each year for new graduate students in the department. Students should apply to the department by February 15 for fall admission and appointment priority.

During each term of the appointment, graduate teaching fellows must register for and complete at least 5 credits of coursework that can be applied to the degree program.

All graduate teaching fellows must take Workshop Teaching Methods (FR ITAL, or SPAN 608) in the fall term of the first year of graduate studies. Students who do not hold GTA appointments are also encouraged to take the workshop.

Master of Arts Program

Students entering the master's program may major in French, Italian, or Spanish or combine two of these languages for a major in Romance languages. The degree program is typically completed in two years.

Degree Requirements

The M.A. degree in French, Italian, or Spanish requires 48 credits of coursework. The degree in Romance languages requires that the 48 credits include 32 credits in courses in the primary language and at least 16 in the secondary language. Course work applied toward the degree must be taken for letter grades, and a grade point average (GPA) of 3.0 or better must be maintained.

Students whose knowledge of their major language (French, Italian, or Spanish) is found to be deficient must take remedial work in that area. Students who enter the master's program with no knowledge of a second Romance language are encouraged to start learning one as soon as possible during their graduate studies. Remedial foreign-language course work may not be applied to the 48 credits required for the M.A. degree.

The master of arts degree has four components: course work, two written examinations, and an essay. For the Spanish major, two of the four components must address Latin American literature and two must address Peninsular literature. In Romance languages at least one of the four components must be in the secondary language.

Course Work

As part of the 48 credits required for the M.A., students must complete one course in each of the six literary periods and a two-course concentration in one literary period or in languages. This concentration may not duplicate periods covered by the examination questions or the essay.

Examinations. M.A. candidates take two four-hour written examinations over a two-day period—one examination each day—typically during the seventh week of the spring term of the second year. Students who fail one or both examinations have one chance to take all or part of it again.

1. Students use a departmental reading list as a resource in constructing individualized reading lists of at least thirty-six works from which examination questions are drawn. Students who are combining two Romance languages for the M.A. should construct a reading list that includes twenty-four works for the primary language and twelve for the secondary language.

2. One examination question covers historical perspectives and the other explores a theme, a critical problem, or an intellectual issue. One of the questions must be answered in the primary language, the other in English. Students whose major is Spanish must address Peninsular literature in one examination question and Spanish American literature in the other.

3. Literary periods are distributed as follows for each language:
   a. French—Middle Ages, 16th century, 17th century, 18th century, 19th century, 20th century
   b. Italian—Middle Ages, Renaissance, baroque, 18th and 19th centuries, 20th century
   c. Spanish
      (1) Peninsular literature: Middle Ages and Golden Age, 18th and 19th centuries, 20th century
      (2) Spanish American literature: colonial, 19th century, 20th century

Master of Arts Essay

The final component of the master's degree is an essay of twenty-five to thirty pages, which is a revised paper originally written for a graduate seminar. This essay should be written in formal academic prose, present an interpretation, construct an argument, document sources and references, and include formal persuasive strategies. If the essay is deemed unsatisfactory, it may be replaced by an examination question on the same topic.

Overseas Study and Teaching

Several opportunities for study and teaching abroad are available each year. One position is graduate assistant to the director of the Oregon Study Center at the University of Lyon, France, concurrent with studies at the University of Lyon. Another is a scholarship to teach English in a French secondary institution while pursuing studies at a French university, whenever the appointment section allows.
Doctor of Philosophy
The Ph.D. program in Romance languages is designed to provide students with: (1) thorough familiarity with several fields, e.g., a movement, a genre, a period, or a literary problem; (2) the opportunity to situate the student's special interests in the wider context of Romance languages and literature; and (3) training in the current state of trends in and outside Western European studies; (3) the tools necessary to engage literary issues at a high level; and (4) the ability to examine new and challenging literary or theoretical perspectives. The Ph.D. program has five components: course work, comprehensive examination, dissertation prospectus, original dissertation, and final oral defense.

Course Work: The Ph.D. degree requires a total of 80 graduate-level credits—32 credits in addition to the 48 required for the master's degree. Of these 80 credits:
1. 12 credits must be taken in a second Romance language
2. Up to 12 credits may be taken outside of the department with the advisor's consent
3. Only 4 credits of Reading and Conference (FR, ITAL, SPAN 638) may be applied to the Ph.D. degree.

Students with an M.A. in French, Italian, Spanish, or Romance languages from the University of Oregon may count a maximum of two graduate courses completed during the M.A. program toward Ph.D. course requirements, provided that these courses were not used to fulfill the M.A. requirements.

Graduate students with an M.A. in French, Italian, or Romance languages from another institution must take a minimum of 40 credits in the Department of Romance Languages. The department's graduate committee evaluates previous graduate course work and determines whether additional work is necessary to fill any gaps in a student's preparation. This may result in a student having to take more than 40 credits at the UO—up to a maximum of 68 credits. If the candidate is found to be seriously deficient or if the master's degree is in a field other than Romance languages, the graduate committee may choose to admit the student into the master's program. If this is the case, the student may submit a petition to the committee to transfer a maximum of three courses toward the twelve courses required for the M.A. This petition may be submitted after the student has completed four graduate-level courses at grades of mid-B or better in the Romance languages master's program.

Comprehensive Examination: Students entering the Ph.D. program should develop, as soon as possible but no later than the third term of work beyond the master's degree, a field of interest for the Ph.D. comprehensive examination and ideally for the dissertation. This field of interest usually emerges from the selected courses and shapes the subfields represented on the comprehensive examination.

The comprehensive examination comprises an oral and written examination, each of which covers a subfield that pertains to the student's field of interest. The student creates a reading list for each of the subfields, which must bear directly on the field of interest. The subfield reading lists should be defined and prepared with three members of the Romance language faculty who constitute the Ph.D. examination committee. One of these faculty members should represent the student's second Romance language. A fourth member may be added from another department. The written examinations take the form of essays that respond to two questions formulated by two members of the Ph.D. examination committee. Each written examination covers one or more of the subfields and can be up to twenty double-spaced, typed pages in length. The student has two weeks to write each of the essays.

Two weeks after the successful completion of the written essays, the student takes an oral examination. The oral examination attempts to integrate the subfields addressed in the written examinations with the other facets of the student's declared field of interest. In a two-hour conversation, the candidate and the committee members examine and elaborate on ways in which the written essays and other subfields relate to the student's field of interest.

Typically undertaken during the fifth term of study following the master's degree, the comprehensive examination should result in clarification of the subject matter of the dissertation and possible approaches to it. At the least the oral examination should produce a tentative dissertation topic.

It is the student's responsibility to schedule both the written and oral portions of the comprehensive examination.

Dissertation Prospectus: The prospectus, typically completed during the sixth term of study following the master's degree, defines the scope of the dissertation and demonstrates the originality of the project. The student submits a five- to eight-page prospectus and a bibliography of primary and secondary material to the faculty members on the dissertation committee.

Dissertation: The dissertation constitutes an original and valuable contribution to scholarship in the student's field of interest. It should be characterized by mature literary interpretation, informed and sustained argument, and an awareness of the means and goals of research.

It is the student's responsibility to ascertain the rules and deadlines of the Graduate School for proper filing of the dissertation.

Final Oral Defense: When the dissertation committee members have approved the dissertation, a public oral defense of the work is held. The dissertation committee, other faculty members, and the general public may question the candidate about the dissertation's implications and its use to the field.

Funding: Work for the Ph.D. beyond the master's degree—including the dissertation—is typically completed in three to four years of study. Students who enter the Ph.D. program with a master's degree from the UO are typically eligible for a maximum of three years of funding. Students entering the Ph.D. program with a master's degree from another institution are typically eligible for a maximum of four years of funding.

Ph.D. students who are making satisfactory progress toward the degree are eligible for graduate teaching fellowships. Graduate teaching fellowships include stipends for teaching and tuition waivers. "Satisfactory progress" entails completion of courses taken for credit with grades of mid-B or better, passing the Ph.D. comprehensive examination, timely submission of an acceptable dissertation prospectus, and regular and timely progress on the dissertation itself. See also Graduate Teaching Fellowships earlier in this section of the bulletin.

Comparative Literature
Some faculty members from the Department of Romance Languages participate in the Comparative Literature Program. For more information, see the Comparative Literature section of this bulletin.

ROMANCE LANGUAGES COURSES (RL)
101, 102, 103 First-Year French (5,5,5) 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.

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 any lower-division course.

101, 102, 103 Second-Year French (4A4) Development of reading, writing, and speaking skills; study of short literary and cultural texts; considerable attention paid to oral use of the language. Sequence. Conducted in French.

201, 202, 203 Second-Year French (4,4,4) Development of reading, writing, and speaking skills; study of modern poetry and contemporary fiction; work on oral expression. Sequence. Conducted in French.

301 Reading French (4) Language skills with emphasis on strategies for reading different types of text in French, e.g., current press, short stories, poetry; vocabulary enrichment activities. Prereq: FR 203 or equivalent.

302 Writing French (4) Language skills with emphasis on writing strategies for different genres; grammar review. Prereq: FR 203 or equivalent.

307 Oral Skills (2R) Practice in improving listening, comprehension, and oral skills in French. Communicative activities in class in addition to...
language literary work. Prereq: FR 203 or equivalent. R once for maximum of 4 credits.

306 Literary Skills (4) Acquisition of critical vocabulary and concepts through readings in major genres and multiple writing assignments. Prereq: FR 203 or equivalent or instructor's consent. Designed for students with limited exposure to literature.

315 French Pronunciation and Phonetics (4) Introduction to French phonetics designed to help develop better pronunciation and to introduce the French sound system. Special attention to individual difficulties.

317, 318, 319 Survey of French Literature (4, 6, 4) Literary movements and representative works from the Middle Ages to the present. 317: Middle Ages, 16th century, 318: 17th, 18th centuries, 319: 19th, 20th centuries. Prereq: FR 301, 303.


399 Special Studies: [Topic] (1-5R) R when topic changes.

403 Thesis (3-6R) Departmental honors students only.

405 Reading and Conference: [Topic] (1-6R)

407/407 Seminar: [Topic] (2-6R)

409 Practicum: [Topic] (1-4R) P/No P only

410/410 Experimental Course: [Topic] (2-4R)


416/416 Advanced Writing in French (4) Extended written production, writing for specific purposes and audiences. Advanced grammar review and composition, study of specialized vocabulary. Prereq: FR 301, 303; FR 307 recommended.

417/417 Advanced Oral Skills (2R) Advanced-level practice in improving listening, comprehension, and oral skills in French. Communicative activities in class in addition to language laboratory work. Prereq: FR 301, 305; FR 367 recommended. R once for maximum of 4 credits.

420/420 Topics in French Linguistics: [Topic] (4R) Variable topics in French linguistics. Recent topics include French Phonology, History of the French Language. FR 315 recommended. R once when topic changes for maximum of 8 credits.

438/438 Autobiographical Writing 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. Box.


452/452 Molière (4) Intensive study of representative plays by Molière with emphasis on modern criticism. Prereq: FR 317, 318, 319 or equivalent. Marlow.

455/455 Racine (4) Intensive study of representative plays by Racine with emphasis on modern criticism. Prereq: FR 317, 318, 319 or equivalent. Marlow, Rendall.

460/460 18th-Century Literature: [Topic] (4R) Changing topics concerning either trends or particular authors representative of 18th-century French literature. Prereq: FR 317, 318, 319 or equivalent. Desroches, R when topic changes.


500/500 Special Topics: [Topic] (1-6R) P/No P only

503 Research: [Topic] (2-6R) P/No P only. Prereq: instructor's consent.

505 Reading and Conference: [Topic] (1-6R)

507 Seminar: [Topic] (2-6R)

509 Practicum: [Topic] (1-4R) P/No P only

533 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, metatheater, or political theater. Sohlich.


440 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. Altman.

441 Medieval French Narrative (4) Emphasis on medieval narrative genres. Critical analysis of several major works including examples of romance, epic, allegory, and the like. Prereq: FR 640 or instructor's consent. Altman.

453 Rebais (4) The great Renaissance writer's comic masterpiece generally known as Gargantua et Pantagruel studied in the context of modern criticism. Rendall.

465 Montaigne (4) Intensive study of selected essays by one of the most influential French writers. Emphasis on structural features of essayistic discourse, problems of self-representation, intertextuality, and modern trends.综述.

466 16th- and 17th-Century Narrative (4) Study of French narrative fiction from Marguerite de Navarre to Mme de Lafayette. Rendall.


583 Mallarmé (4) Study of Mallarmé's poetry, prose, and critical essays; his position on the threshold of modernism, and his influence on modern critical theorists including Sartre, Barthes, and Derrida. Gould.


593, 594 Surrealism (4, 4) Development of the surrealistic movement in art and literature. Analysis of works—prose, poetry, paintings, films—by Apollinaire, Breton, Aragon, Desnos, Eluard, Gracq, Dali, and Buñuel. Prereq: graduate standing or instructor's consent. Calin.

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 any lower-division course.

101, 102, 103 First-Year Italian (5, 5, 5) Introduction to Italian stressing speaking, reading, writing, and comprehension skills. Sequence.

104, 105 Intensive First-Year Italian (6, 6) Covers in two terms the work of ITAL 101, 102, 103. Sequence. Cannot be taken in any combination with ITAL 101, 102 to total more than 15 credits of first-year Italian.

159 Special Studies: [Topic] (1-5R)


301 Reading Italian (4) Language skills with emphasis on strategies for reading different types of text in Italian, e.g., current press, short stories, poetry, vocabulary enrichment activities. Prereq: ITAL 203 or equivalent. Giustina, Psaki.

303 Writing Italian (4) Language skills with emphasis on writing strategies for different genres, grammar review. Prereq: ITAL 203 or equivalent. Giustina, Lollini, Psaki.

307 Oral Skills (2R) Practice in improving listening, comprehension, and oral skills in Italian. Communicative activities in class in addition to language laboratory work. Prereq: ITAL 203 or equivalent. Giustina, Psaki. R twice for maximum of 6 credits.

309 Literary Skills (4) Acquisition of critical vocabulary and concepts through readings in major genres and multiple writing assignments. Prereq: ITAL 203, 205. Giustina, Lollini, Psaki. Designed for students with limited exposure to literature.

ITALIAN COURSES (ITAL)
310 Basic Italian for Reading (4) Italian for students or scholars in other disciplines who need to be able to read Italian texts in their field. Corequisites: Corequisite: Conducted in English.
317, 318, 319 Survey of Italian Literature (4, 4, 4) Representative literary works from the Middle Ages to the present with attention to literary analysis and literary history. Prereq: two years of college Italian or equivalent. Corequisites: Conducted in Italian.
341, 342 Italian Literature in Translation (4, 4) Examines Italian literature from the sublime to the present day. Corequisites: Conducted in Italian.
345/545 Italian Women's Writing (4) Women's political engagement with established genres of poetry and fiction from Gasparo Stampa to Dacia Maraini. Prereq: 330. Thesis (1-6R)PIN only
601 Research: Corequisite: Conducted in Italian. Corequisite: Research: Conducted in Italian.
603 Dissertation (1-6R)PIN only
605 Reading and Conference: Corequisites: Conducted in Italian.
607 Seminar: Corequisites: Conducted in Italian.
608 Workshop: Corequisites: Conducted in Italian.
609 Practicum: Corequisites: Conducted in Italian.
610/810 Experimental Course: Corequisites: Conducted in Italian.
677 Current topics include Dante, Petrarch, and Boccaccio; The Italian Lyric; Verga's Narrative. Corequisites: Conducted in Italian.
680 Workshop: Corequisites: Conducted in Italian.
689 Practicum: Corequisites: Conducted in Italian.
810/890 Spanish Courses (SPAN) Native speakers of Spanish or students whose competence in the language already exceeds the scope of the course may not enroll. Corequisites: Conducted in Italian.
101, 102, 103 First-Year Spanish (5, 5, 5) Emphasis on the development of listening, speaking, reading, and writing skills using communicative approaches. Corequisites: Conducted in Italian.
101, 102, 103 Second-Year Spanish (4, 4, 4) Oral and written exercises designed to help the student acquire correct and fluent use of Spanish. Corequisites: Conducted in Italian.
301 Reading Spanish (4) Language skills with emphasis on strategies for reading different types of text in Spanish, e.g., current press, short stories, poetry, vocabulary enrichment activities. Prereq: SPAN 203 or equivalent.
303 Writing Spanish (4) Language skills with emphasis on writing strategies for different genres, grammar review. Prereq: SPAN 203 or equivalent.
307 Oral Skills (2R) Practice in improving listening, comprehension, and oral skills in Spanish. Communicative activities in class in addition to language laboratory work. Prereq: SPAN 203 or equivalent. Corequisites: Conducted in Italian.
316 Survey of Spanish Literature (4) Introduction to major themes and ideas from the medieval period to 1800 through the reading of representative texts. Prereq: SPAN 301, 303, 307, Verano, Weiss.
317 Survey of Spanish Literature (4) Introduction to major themes and ideas from 1800 to the present through the reading of representative texts. Prereq: SPAN 301, 303, Ayora, Cruz, May, Weiss.
318 Survey of Spanish American Literature (4) Introduction to current and literary works in the colonial Spanish American period from a historical perspective. Critical readings of selected texts from colonial times. Prereq: SPAN 301, 303, Ayori, Padron.
319 Survey of Spanish American Literature (4) Introduction to basic currents and movements in contemporary Spanish American literature from a historical perspective. Critical readings of selected texts, prose, fiction, and plays. Prereq: SPAN 301, 303, Ayora, Yepp, Garcia-Padron.
325 Hispanic Literature in the United States (4) Introduction to Hispanic literature written in the United States. Corequisites: Conducted in Italian.
330 Introduction to Hispanic Poetry (4) Explores important aspects of Spanish poetry. Reading poems from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. Prereq: SPAN 301, 303, Ayora, Yepp.
331 Introduction to Spanish Theatre (4) Explores important aspects of Spanish theater. Reading plays from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. Prereq: SPAN 301, 303, Ayora, Yepp.
361, 362, 363 Hispanic Culture and Civilization (4, 4, 4) Introduces students to the culture, history, and society of the Spanish-speaking world. Prereq: SPAN 301, 303.
399 Special Studies: Corequisites: Conducted in Italian.
403 Thesis (3-6R) Corequisites: Conducted in Italian.
405 Reading and Conference (1-6R) Corequisites: Conducted in Italian.
407 Seminar: Corequisites: Conducted in Italian.
408 Workshop: Corequisites: Conducted in Italian.
409 Practicum: Corequisites: Conducted in Italian.
410/810 Experimental Course: Corequisites: Conducted in Italian.
417/517 Advanced Oral Skills (2R) Advanced level practice in improving listening, comprehension, and oral skills in Spanish. Communicative activities in class in addition to language laboratory work. Prereq: SPAN 303 or equivalent. Corequisites: Conducted in Italian.
425 Hispanic American Literature in the United States (4) Representative works from Spanish American literature. Corequisites: Conducted in Italian.
433 Hispanic American Literature (4) Representative works from Spanish American literature. Corequisites: Conducted in Italian.
436 Hispanic American Literature (4) Representative works from Spanish American literature. Corequisites: Conducted in Italian.
438 Hispanic American Literature (4) Representative works from Spanish American literature. Corequisites: Conducted in Italian.
439 Hispanic American Literature (4) Representative works from Spanish American literature. Corequisites: Conducted in Italian.
441/541 Boccaccio and His Influence (4) Features on The Decameron, also covers familiar adaptations by Marguerite de Navarre, Chaucer, Voinescoskaya, Pascalini, Pasolini.
444/544, 445/545 Dante and His Influence (4, 4) Dante's Divine Comedy and minor works; Dante's influence on later art, literature, and criticism. Prereq: Conducted in Italian.
447/547 Petrarch and Petrarchism (4) Themes and formal features of Petrarch's Rime sparse: influence on Western European lyric poetry. Prereq: previous work in literature. Prereq: Conducted in Italian.
449/549 Humanism and the Renaissance (4) Covers authors who exemplify learning, aesthetics, and ideology of Renaissance Italy, e.g., Castiglione, Machiavelli, Leonardo, Michelangelo, Ariosto, Tasso. Includes essays in criticism and theory. Prereq: Conducted in Italian.
454/554 Topics in 19th-Century Literature: Corequisite: Conducted in Italian.
455/555 Topics in 20th-Century Literature: Corequisite: Conducted in Italian.
461/561 Topics in 19th-Century Literature: Corequisite: Conducted in Italian.
464/564 Topics in 20th-Century Literature: Corequisite: Conducted in Italian.
471/571 Advanced Oral Skills (2R) Advanced level practice in improving listening, comprehension, and oral skills in Spanish. Prereq: SPAN 303 or equivalent. Corequisites: Conducted in Italian.
475/575 Advanced Oral Skills (2R) Advanced level practice in improving listening, comprehension, and oral skills in Spanish. Prereq: SPAN 303 or equivalent. Corequisites: Conducted in Italian.
477/577 Advanced Oral Skills (2R) Advanced level practice in improving listening, comprehension, and oral skills in Spanish. Prereq: SPAN 303 or equivalent. Corequisites: Conducted in Italian.
478/578 Advanced Oral Skills (2R) Advanced level practice in improving listening, comprehension, and oral skills in Spanish. Prereq: SPAN 303 or equivalent. Corequisites: Conducted in Italian.
479/579 Advanced Oral Skills (2R) Advanced level practice in improving listening, comprehension, and oral skills in Spanish. Prereq: SPAN 303 or equivalent. Corequisites: Conducted in Italian.
480/580 Topics in Spanish American Literature (4) By topic. Prereq: SPAN 303 or equivalent. Corequisites: Conducted in Italian.
RUSSIAN

205/520 Topics in Spanish Linguistics: [Topic]
(4R) Varies topics in Spanish linguistics. Recent topics include Spanish Phonology, History of the Spanish Language. SPAN 315 recommended. Davis. B. When topic changes.

420/538 Spanish American Short Story (4) The short story in Latin American literature. Readings from major Spanish American authors such as Quiroga, Borges, Cortazar, Donoso, Garcia Márquez, Arreola, Rojo, Presec. SPAN 318, 319. Ayora, Espin, Garcia-Pabon.


452/552 Renaissance and Baroque Poetry (4) Petrarchism of Garcilaso and Herrera; traditional forms, especially the sonnet; poetry of Fray Luis de León, San Juan de la Cruz, Santa Teresa, Gregora, Lope de Vega, and Quevedo. Presec. SPAN 316, 317, Weiss.

460 Don Quijote (4) Careful reading of Don Quijote along with discussion of major critical topics and of its place and importance in literary history. Presec for majors: three of SPAN 316, 317, 318, 319 or equivalent; presec for nonmajors: equivalent background in literature. Verano.


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

601 Research: [Topic] (2-6R) P/N only. Presec: instructor's consent.

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

605 Reading and Conference: [Topic] (1-6R)

607 Seminar: [Topic] (2-6R) Recent topics include Le Cervantes; García Márquez,聂zada, Latin American Naturalism, Lope de Vega, Poetry of the Generation of 1927, Testimonial Literature, and Quevedo.

698 Workshop: [Topic] (2-120) Teaching Method is offered fall term only. Other workshops may be offered. Davis.

699 Practicum: [Topic] (1-4R) P/N only

RUSSIAN

227 Friendly Hall Telephone (503) 346-4078 R. Alan Kimball, Department Head

FACULTY


R. Alan Kimball, associate professor. See History


Ludmila Zagoninaya, instructor (language, culture). American Council of Teachers of Russian (ACTR) Russian-language consultant. M.A. Moscow State University. (1953)

Courtesy


Emeritus


The date at which entry is the first year on the University of Oregon faculty.

UNDERGRADUATE STUDIES

The University of Oregon Department of Russian offers both major and minor programs in Russian language, literature, and culture. Each program enables students to achieve proficiency in reading, writing, and speaking the language and to acquire a knowledge of the literature and culture of Russia and the newly Independent States of the former Soviet Union. The department also offers Bulgarian and Polish languages, literatures, and cultures.

The undergraduate program in Russian prepares the student for graduate studies in the Russian and East European field as well as for growing employment opportunities in teaching, private industry, and government service. UO students of Russian take part in the Russian Akadem and in the activities of the UO Russian and East European Studies Center, which sponsors scholarly symposia, distinguished guest lecturers, art exhibits, concerts, films, and other cultural events. As part of the bachelor's degree program, many majors in Russian study abroad at St. Petersburg University or at the Pushkin Institute in Moscow for a summer or a semester. A number of students who major or minor in Russian also complete the requirements for an undergraduate certificate in Russian and East European studies to enhance their employment opportunities.

Oregon Russian Summer is an intensive eight-week Institute that offers students the equivalent of a full year of first-, second-, third-, or fourth-year Russian complemented by a contemporary Russian culture course, cultural activities, and a Russian-language dormitory. Facilities at the Yamada Language Center, in 121 Pacific Hall, enhance the learning of Slavic and East European languages. For more information see Yamada Language Center in the Services for Students section of this bulletin.

The department has hosted nine Russian-language teachers from Russia since 1987. Recent holders of the Marjorie Lindholm Professorship of Russian Language, Literature, and Culture are Tatyana Tolstaya, Andrei Sinyavskiy, Ruth Zerovna, Ilya Serman, and Elin Etkind. Students and faculty members actively participate in the Eugene Islander 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 or course work beyond the second-language language sequence (RUSS 201, 202, 203) or its equivalent. The 40 credits must include the following sequences:

Introduction to Russian Literature (RUSS 204, 205, 206)

Third-Year Russian (RUSS 316, 317, 318)

Russian and the Soviet Union (HIST 345, 346, 347)

In addition, 12 credits or more must be taken from department offerings in Russian literature, linguistics, and culture.

Courses apply to the Russian major must be completed with grades of mid-C or better.

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.

Sample Program

New students considering a major in Russian may want to enroll in the following courses during their first year at the university:

Fall Term

16 credits

First-Year Russian (RUSS 101) ......... 5
Introduction to Russian Literature (RUSS 204) ......... 5
Social science group-satisfying course .......... 4
College Composition I (WR 121) ........... 5

Winter Term

17 credits

First-Year Russian (RUSS 102) ......... 5
Introduction to Russian Literature (RUSS 205) .......... 5
Science group-satisfying course .......... 4
Social science group-satisfying course .......... 4

Spring Term

17 credits

First-Year Russian (RUSS 103) .......... 5
Introduction to Russian Literature (RUSS 206) .......... 5
Social science group-satisfying course .......... 4
Science group-satisfying course .......... 4

Graduate Courses

Graduate courses are offered at the graduate levels in Russian literature, linguistics, and culture.
Honors in Russian
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 department's honors committee.

Minor Requirements
The Russian department offers a minor in Russian for students who want to combine Russian studies with another major. The Russian minor is particularly useful for students majoring in international studies, marketing, history, art history, music, theater arts, journalism, humanities, sociology, political science, and other foreign languages and literatures.

The minor in Russian requires 32 credits (16 of which must be upper division) in Russian language, literature, and culture, distributed as follows:

- **Core Courses** 32 credits
  - Introduction to Russian Literature (RUSS 204, 205, 206) ................. 12
  - Third Year Russian (RUSS 316, 317, 318) ............. 12
  - Two approved electives ............................................ 8

First- and second-year Russian may not be applied to the minor. All courses submitted for the Russian minor must be completed with grades of mid-C or better. At least 15 credits must be earned at the University of Oregon.

- **Russian 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.

Study 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 a affiliate; at Gorky Institute, St. Petersburg State University, or Novosibirsk State University; in the Russian program at Moscow's Pushkin Institute, sponsored by the American Council of Teachers of Russian (ACTR), or in an individual program at one of approximately eighty universities and institutes throughout the former Soviet Union through the American Colleague Consortium for East-West Cultural and Academic Exchange. Opportunities also exist for study in the Czech Republic, Hungary, and Poland; limited fellowship aid is available for these programs.

Students in all University of Oregon overseas study programs enroll in courses with subject codes 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 in Eastern Europe should write or call the Overseas Program Coordinator, Office of International Education and Exchange, 5209 University of Oregon, Eugene OR 97403-5209; telephone (543) 546-3205.

Secondary School Teaching
The Department of Russian offers work toward Oregon licensure as a teacher of Russian in public schools. For information about current requirements for teacher licensure with a Russian endorsement, students should consult the department's advisor for teacher education.

GRADUATE STUDIES
Master of Arts Requirements
The master of arts (M.A.) degree program in Russian provides substantive training and experience in Slavic 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 40 credits beyond the bachelor's degree, of which at least 16 must be in Russian literature, 15 in Slavic linguistics, and—for students electing to write a master's degree thesis or to complete a project—9 credits of Theses (RUSS 563) and 8 credits of electives in Slavic language and culture approved by the department faculty. Sixteen 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 document research and writing skills, graduate students are required to produce a term paper for each literature course or seminar taken.

Of the 40 credits, at least 24 must be taken for letter grades, including at least 8 at the 500 level, and in residence at the university.

Sample Program
The sample program below shows a typical two-year M.A. program in Russian.

**First Year** 28 credits

- Structure of Russian (RUSS 540, 541) ......................... 8
- Russian literature (three courses) .................. 12
- Electives (two courses) .............................. 8

**Second Year** 25 credits

- Old Church Slavonic (RUSS 640), History of Russian (RUSS 641) ......................... 8
- Russian literature (two courses) ..................... 8
- Theses ................................................. 9

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 coursework completed by the student, the M.A. examinations are written and oral:

1. Written (four to five hours)
   - Russian literature (three hours)—questions covering folklore; 11th- through 16th-century literature; and Russian literary theory, history, and criticism
   - Linguistics (one to two hours)—questions covering Old Church Slavonic and the historical structure of the Russian language

2. Oral (one and one-half to two and one-half hours)
   - Defense of M.A. thesis, project, or seminar paper
   - Discussion of written examination, coursework, and related matters

RUSSIAN COURSES (RUSS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>101, 102, 103</td>
<td>First-Year Russian (5, 5, 5)</td>
<td>12</td>
</tr>
<tr>
<td>104, 105</td>
<td>Intensive Elementary Russian (8, 8)</td>
<td>16</td>
</tr>
<tr>
<td>201, 202, 203</td>
<td>Second-Year Russian (5, 5, 5)</td>
<td>15</td>
</tr>
<tr>
<td>361, 316, 317, 318</td>
<td>Third-Year Russian (4, 4, 4)</td>
<td>12</td>
</tr>
</tbody>
</table>

**101, 102, 103 First-Year Russian (5, 5, 5) Elementary Russian grammar, reading, conversation, and composition.** Grockowskaya.

**104, 105 Intensive Elementary Russian (8, 8)** Covers in two terms the material of RUSS 101, 102, 103. Not offered 1995–96.

**121 Spoken Russian: Topic (1–2R)** R twice for maximum of 6 credits.

**196 Field Studies: Topic (1–2R)**

**198 Workshop: Topic (1–2R)**


**204, 205, 206 Introduction to Russian Literature (4, 4, 4) Survey of Russian literature from its origins to the present emphasis on Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and contemporary works.** Leong. Readings, lectures, and discussions in English.

**221 Spoken Russian (1–2R)** R twice for maximum of 6 credits.

**240 Topics in Russian Culture (4) Comparative aesthetics and development of art, film, architecture, music, and literature within the context of Russian intellectual history.** Readings, lectures, and discussions in English. Leong.

**301, 302, 303 Readings in Russian Literature (4, 4, 4)** Readings, lectures, and discussions of fundamental literary works. Prereq: second-year Russian or equivalent. Conducted in Russian.

**316, 317, 318 Third-Year Russian (4, 4, 4)** Intensive study of literary works by representative 19th- and 20th-century writers; exeuntive practice in speaking, writing, and comprehension. Prereq: two years of college Russian or equivalent. Conducted in Russian and

**399 Special Studies: Topic (1–5R)** R when topic changes.

**401 Research: Topic (2–6R)** Prereq: instructor's consent.

**403 Thesis (3–6R)**

**405 Reading and Conference: Topic (1–6R)** Prereq: instructor's consent. R when topic changes.

RUSSIAN AND EAST EUROPEAN STUDIES

227 Friendly Hall
Telephone (503) 345-4078
Carol T. Silverman, Program Director

Participating Faculty
Lisa Godman-Arias, dance
John Fred Bebee, Russian
Mieczyslaw "Micha" B. Buczkowski, history
Theodore P. Gobrecht, sociology
Tatiana Gorokhanskaya, Russian
Julie M. Hesler, history
Katy E. Hinkelman, comparative literature
Peter Jacobson, art history
Jeffery Jehm, Yamada Language Center
R. Alan Knuttil, history
Albert Leong, Russian
Mark Levy, music
James L. Rice, Russian
Nathan Rossen, Russian
Paulette Ronan, American English Institute
Carol T. Shreve, anthropology
Cynthia M. Yakarayeva, Russian
Ronald Wynman, geography
Frumin Yuerdich, Russian
M. George Zeninovich, political science

ABOUT THE PROGRAM

Eastern Europe, Russia, and the rest of the states of the former Soviet Union form one of the most dynamic and important world regions today. This region extends across half the world’s time zones and is inhabited by more than 400 million people. The undergraduate and graduate certificate programs in Russian and East European studies prepare students for significant careers in teaching, research, consulting, private industry, and government service.

Russian and East European Studies Center

The Russian and East European Studies Center (REESC) brings together specialists from departments and professional schools who are engaged in the study of the cultures, history, languages, and contemporary problems of the region.

The center supports basic training and interdisciplinary study on all levels, brings students and faculty members with mutual interests together to share their works-in-progress, and helps students plan their curricula in language and area studies.

Visiting Faculty Members. The center sponsors extended stays by visiting Fulbright and International Research and Exchange Board (IREX) scholars from Russia and East Europe.

Career Counseling. The center maintains close contact with university graduates in Russian and East European language and area studies. The center also provides individual counseling about careers and about the choice of graduate programs at the university or other major area-studies centers.

Overseas Study. Students are encouraged to study in the region. All the newly independent states of the former Soviet Union have programs associated with the University of Oregon as do Warsaw, Poland; Prague, the Czech Republic; and Szeged, Hungary. Some programs have language prerequisites. 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-Iraklis Sister City Committee.

Resources. The University of Oregon Library contains more than 100,000 volumes in the Russian language, a growing collection of Serbo-Croatian, Polish, and other Slavic language materials; an extensive collection of Western titles relating to Russia and East Europe; a large collection of Russian and East European films; and a satellite television downlink.

State-of-the-art facilities at the Yamada Language Center enhance the learning of Slavic and East European languages. For more information, see Yamada Language Center in the Services for Students section of this bulletin.

Programs of Study. The university offers bachelor of arts (B.A.) and master of arts (M.A.) degrees in Russian and undergraduate and graduate Russian and East European studies certificates. Advanced degree candidates in arts and letters, social sciences, sciences, and professional schools may arrange individual programs with special emphasis on Russian and East European students. Students interested in pursuing specialized area studies are encouraged to seek assistance from the REESC staff.

Russian and East European Studies Certificate Program

The undergraduate and graduate certificates in Russian and East European studies supplement departmental degree programs. The certificate program encourages the integration of course material and degree requirements from various departments, and the certificates give formal recognition of the interdisciplinary work accomplished. Upon successful completion of the program, the student receives a certificate that supplements a degree program in another discipline. The majority of certificate recipients continue their education after completing their degrees in preparation for careers in government service and teaching. Completing the program certificate with a departmental major significantly enhances the opportunity for employment in those fields and others, such as international trade, tourism, translation, and research.

Undergraduate Certificate Requirements

1. Language: three years of college study (or equivalent) in languages of the region. Russian is offered regularly; East European languages are offered occasionally
   a. Option 1: three years of one language
   b. Option 2: two years of one language and one year of another language; German may not be used except by petition

2. Core (two courses)
   a. Slavic Civilization (REES 520)
   b. At least 3 credits, in a course taught by an REESC faculty member; or Research (401), Thesis (403), Reading and Conference (405), or Seminar (407)

3. Electives (15 credits): including seminars and courses in substantive Russian and East European 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; 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

2. Core program (three courses)
   a. Slavic Civilization (REES 520) taken in conjunction with 3 credits of Research (401), resulting in a research paper or project that is supervised by an REESC faculty member
   b. At least 3 credits, in a course taught by an REESC faculty member, in Seminar (507 or 607) or Colloquium (505 or 605)

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. Seminars (407/507), and Experimental Courses (410/510), and substitutions may be approved by the director.

Anthropology and Folklore, Ethnology of Peasant Societies (ANTH 303), Jewish Folklore and Ethnology (ANTH 436/429)

Art History. Nonindic Art of Eurasia (ARTH 381), Byzantine Art (ARH 431/531)

Dance. International (DANC 278), Balkans and Eastern European (DANC 150), Character Ballet (DANC 273, 373), Dance and Folk Culture (DANC 307)

Geography. Geography of the Soviet Union (GEOG 204), Culture, Ethnicity, and Nationalism (GEOG 445/545)


Music. East European Folk Ensemble (MUS 150, 540, 530), Folk Music of the Balkans (MUS 553/553)
RUSSIAN AND EAST EUROPEAN LANGUAGE, LITERATURE, AND CULTURE

LANGUAGE. First-Year Russian (RUSS 101-103 or 104-105, 201-203, 316-318, 410/510-412/512); Russian Phonetics (RUSS 443/543), Old Church Slavonic (RUSS 640); History of Russian (RUSS 641). Romanian, Hungarian, Bulgarian, Serbo-Croatian, Polish, Czech, and Ukrainian are offered irregularly.

LITERATURE. Introduction to Russian Literature (RUSS 201, 202, 203), Pushkin (RUSS 410, 510), Gogol (RUSS 519), Russian Poetry (RUSS 519), Russian Folklore (RUSS 426/526), Russian Popular Ballads (RUSS 428/528), Russian Drama (RUSS 522). Sartre's Sade (RUSS 434).

History of Russian Literature (RUSS 321, 421, 521, 621). Gogol (RUSS 519), Russian Literature (RUSS 426/526), Russian Popular Ballads (RUSS 428/528), Russian Drama (RUSS 522).

4. The courses transferred must be relevant to the graduate student's major field of study.

5. Transferred credit does not count toward the requirement of 24 credits in University of Oregon graded graduate courses.

RUSSIAN AND EAST EUROPEAN STUDIES COURSES (REES)

The Russian and East European Studies Center offers the following courses. For additional courses with the REES subject code, see the Russian section of this bulletin.

420/520 Slavic Civilization (4) Introduction to the cultures and civilizations of Russia, the newly independent States of the former Soviet Union, and East Europe and their contributions to world culture. Silverman.

SCANDINAVIAN STUDIES

402 Friendly Hall
Telephone (503) 346-4086
Richard A. Sundt, Committee Chair

Steering Committee Faculty
Marian Carol Donnelly, art history
James W. Earl, English
Paul S. Holbo, history
Thomas Mills, international education and exchange (or office)
Kenneth D. Kramiesz, decision sciences
Richard A. Sundt, art history
Bruce Harwood Tabb, library
Knut Zuck, Germanic languages and literatures

UNDERGRADUATE STUDIES

The Scandinavian Studies Committee endeavors to stimulate interest 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 Scandinavian option. See the Germanic Languages and Literatures section of this bulletin for information about both academic programs.

OVERSEAS STUDY

Students in all University of Oregon overseas study programs enroll in courses with subject codes 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 Tromsø in Finland, the University of Bergen in Norway, and the University of Uppsala in Sweden. Area studies courses that are not offered by the University of Oregon can often be...
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 in anthropology, comparative literature, English, Germanic languages and literatures, political sciences, sociology, and other departments. The Department of Germanic Languages and Literatures offers language instruction in Danish, Finnish, Norwegian, and Swedish. For descriptions of the following courses, see the German Languages and Literatures section of this bulletin.

Introduction to Scandinavian Culture and Society (SCAN 350), Periods in Scandinavian Literature (SCAN 351), Topics in Scandinavian Literature (SCAN 352), Scandinavian Women Writers (SCAN 353), Genres in Scandinavian Literature (SCAN 354)

SOCILOGY

736 Prince Lucien Campbell Hall
Telephone (503) 346-5002
Robert M. O'Brien, Department Head

FACULTY


Mary Romero, associate professor (race, class, and gender, women and work), B.A., 1974, B Cases, Ph.D., 1980, Colorado at Boulder. (1990)


Emeriti


educational and career objectives. Several suggested model programs are listed below. It is essential, however, that students consult their advisors concerning the selection of courses. Students with specific career plans may also consult the Career Center, 244 Macademia Hall, for advice on suitable course programs.

General Sociology. Students who want a broad liberal-arts education should begin with SOC 204 and 207. These lower-division courses provide an introduction to the discipline with emphasis on how sociology can be applied to contemporary social issues.

Students specializing in general sociology may then choose from courses that provide exposure to the study material in the sociology major. 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 psychology, and several courses dealing with social issues and problems.

Students may also supplement their programs with courses in the psychology and political science departments and in the College of Education. Many of these occupations require graduate or field training. Students can get more detailed information from the Career Center.

Business or Government Service. Many sociologists find employment with business or governmental organizations in these occupations typically require general human-relations skills, some awareness of organizations and the surrounding social environment, and an ability to analyze and understand basic social data. Students interested in possible employment with such organizations should include in their program courses in methodology, social psychology, and organizations and occupations.

They may also supplement their programs with courses in the Lundquist College of Business and in the Department of Economics.

Students with career goals in governmental service should include course work covering the community, urban affairs, population, and research sociology. Sociology organizations and occupations, and methodology. They might also want to include related courses in the planning, public policy and management, political science; and economics departments.

Honor Societies. Honor Societies provide qualified students a challenging academic experience, opportunities for independent work, and close contact with faculty members. The program's bachelor's degree with honors centers around an independent research project developed by the student and carried out under the supervision of a departmental committee.

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 College but also to any outstanding and highly motivated student who wants a rewarding intellectual experience. While the program may be especially important for students planning advanced training in sociology, it may also be of interest to qualified students who eventually plan to enter other professional fields.

More information about the honors program, including how to apply, is available at the department office.

Minor

The minor in sociology is inactive. Students who declared a minor in sociology before fall 1994 may complete the minor if space is available in required courses.

Preparation for Graduate Study

Students planning to do graduate work in sociology should have a strong background in sociological theory and social 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.

Secondary School Teaching

Although the University of Oregon does not offer professional preparation of social studies teachers, an academic major in sociology provides a strong subject area background for entry into a secondary teacher-education program. Students interested in a teaching career may obtain information about teacher education from the Office of Academic Advising and Student Services, 164 Oregon Hall.

GRADUATE STUDIES

The graduate program of the Department of Sociology is intended primarily to lead to the doctor of philosophy (Ph.D.) degree. In addition, students seeking an advanced degree in sociology should have achieved a graduate-point average (GPA) of 3.0 or better in their undergraduate work in the social sciences. Admission is not restricted to students with undergraduate majors in sociology, although the chance of admission is considerably reduced for someone without any 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 taken for letter grades except work in research (SOC 601), Dissertation (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 a qualifying examination in theory and methods. Next, 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, lists specific course requirements, 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 should consult the most recent UO Schedule of Classes or inquire at the department office.

196 Field Studies: [Topic] (1-2R)
198 Workshop: [Topic] (1-2R)
199 Special Studies: [Topic] (1-5R)
204 Introduction to Sociology (4) The sociological perspective with emphasis on functionalist concepts, theories, and methods of research.
207 Social Inequality (4) An overview of social inequality, cross-culturally and within the United States. Emphasizes the causes and consequences of social inequality based on factors such as race, gender, social class, and social status.
301 American Society (4) An introduction to American society, including social structure, social interactions, and social change. Prereq: SOC 204.
302 Social Problems (4) Social problems and their causes. An examination of the causes and consequences of social problems, including social problems and their causes. Prereq: SOC 204.
303 Social Problems (4) Social problems and their causes. An examination of the causes and consequences of social problems, including social problems and their causes. Prereq: SOC 204.
304 Community, Environment, and Society (4) Introduction to the study of communities, social structure, and social change. Prereq: SOC 204.
315 Research Methods in Sociology (4) A study of the major research methods used in sociology. Prereq: SOC 204.
305 America's Peoples (4) Examines how the size, composition, and distribution of America's ethnic and racial subpopulations have shaped social structure, social culture, and social change in the United States. Prereq: SOC 204.

310 Development of Sociology (4) Analysis of the major writers and ideas that have shaped contemporary sociology. Focus on recent concepts and ideas that continue to challenge sociological inquiry. Prereq: SOC 204 or instructor's consent.

311 Introduction to Social Research (4) The development of social research; the nature of scientific inquiry and basic methods and techniques; examination of representative sociological studies from the standpoint of methodology. Prereq: SOC 204.

312 Quantitative Methods in Sociology (4) Construction and interpretation of tables and graphs, descriptive statistics, measures of association and contingency relationships, basic ideas of probability, and elementary statistical inference applied to nonexperimental research. Prereq: MATH 95 or equivalent, SOC 204, 311.


314 Sociology of the Mass Media (4) Analysis of media events: advertisements, news broadcasts, documentaries, popular music, and television. Perspectives include content analysis, semiotics, functionalism, and structuralist paradigms, and power system analysis. Prereq: SOC 204, 310.

328 Introduction to Social Psychology (4) How the thought, feeling, and behavior of individuals are influenced by the actual, imagined, or implied presence of others. Prereq: SOC 204.

330 Sociology of the Family (4) The family in historical perspective. Introduction to the family as a social institution and small-group association. Prereq: SOC 204.

335 Interaction and Social Order (4) Introduction to ethnomethodology, which is the study of methods by which humans order their activities, and conversation analysis, which focuses on interactions among organizing talk-in-interaction. Prereq: SOC 204.

345 Race, Class, and Ethnic Groups (4) Major class, racial, and ethnic groups in the United States with special attention to the culture and experience of minority groups. Prereq: SOC 207.

346 Work and Occupations (4) Characteristics of work and occupational careers in modern societies; relationships of those to family, the economy, bureaucracy, technology, and alienation. Prereq: SOC 207.

347 Complex Organizations (4) Nature of organizations in modern societies, e.g., specialization, impersonality, formalization, authority and power; relationship of organizations to work and careers, stratification, democracy, discrimination, and deviance. Prereq: SOC 204.

355 Sociology of Women (4) Position of women in contemporary society; woman and work, politics, family, the economy, interconnection of gender, and change in women's movements. Prereq: SOC 207.


401 Research: [Topic] (1-21R) 403 Thesis for Honors Candidates: [Topic] (1-21R)

404 Internship: [Topic] (1-8R)

405 Reading and Conference: [Topic] (1-21R)

406 Supervised Field Study: [Topic] (1-21R)

407/907 Seminar: [Topic] (1-5B) Offering vary from year to year depending on student needs and faculty interests. Recent topics include Occupational Health and Safety, Social Thought and the Environment, Sociology of Labor.

408/508 Workshop: [Topic] (1-21R)

409 Supervised Tutoring Practicum: [Topic] (1-21R) Prereq: [Topic] (1-5R)

410/510 Experimental Course: [Topic] (1-5R)


415/515 Social Demography (4) Causes and consequences of demographic change in social or ethnic groups in the United States. Techniques of demographic analysis. Prereq: SOC 303 or equivalent or 12 credits in sociology.

416/516 Issues in Sociology of the Environment: [Topic] (4) Analysis of selected topics in environmental sociology. Topics include environmental movement, impacts of technological change, environmental policy and the state, environmental values, attitudes, and behaviors. Prereq: 12 credits in sociology or instructor's consent. Re twice when topic changes for maximum of 12 credits.

420/520 Political Economy (4) Survey of the fundamentals of political economy. Readings from both Marxian and mainstream traditions introduce contemporary debates on socioc­onomic crisis. Prereq: 12 credits in sociology or instructor's consent.

425/525 Issues in Family Sociology (4) 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 350 or equivalent.

428/528 Advanced Topics in Social Psychology: [Topic] (4) Topics may include altruism and helping behavior, communication and language, socialization, prejudice, conformity, collective behavior, agression, or other basic areas of social psychological research. Prereq: SOC 328 or instructor's consent. Re twice when topic changes for maximum of 12 credits.

435/535 Ethnomethodology and Conversation Analysis (4) Advanced study of the common­sense sources, methods, and practices through which members of social groups make and maintain their sense of social reality, especially conversation. Prereq: SOC 310, 335 or instructor's consent.

442/542 Urbanization and the City (4) Determinants and consequences of urbanization under different conditions; the city as a social and ecological system. Prereq: 12 credits in sociology.

445/545 Sociology of Race Relations (4) Social oppression as a structural and ideological feature in American society. Prereq: introductory course in sociology, anthropology, or psychology: ES 110, SOC 345 or instructor's consent.

446/546 Issues in Sociology of Work: [Topic] (4) Selected topics in the sociology of work: occupational structures and careers; industrial democracy; technological change and work reform; politics of work. Prereq: SOC 346 or instructor's consent. Re twice when topic changes for maximum of 12 credits.

447/547 Issues in Sociology of Organizations: [Topic] (4R) Analysis of selected topics in the sociology of organizations. Topics include industrial sociology, organizational change, organizational democracy, corporate deviance, bureaucracy, power, and society. Prereq: SOC 347 or instructor's consent. Re twice when topic changes for maximum of 12 credits.

450/550 Sociology of Developing Areas: [Topic] (4) Selected topics in the sociology of developing areas: promoting or inhibiting change within developing nations in Africa, Asia, Latin America. Topics include urbanization, industrialization, cultural change, world poverty and dependence. Prereq: 12 credits in sociology.

451/551 Social Stratification (4) The interrelations among class, race, and sex. Historical origins and development of class and class systems including slavery. Prereq: 12 credits in sociology.

455/555 Issues in Sociology of Gender: [Topic] (4R) Advanced analysis of gender and social relations of power in contemporary society. Variable topics include class, gender, and race; women and health; women and work. Prereq: SOC 356 or WST 101 or instructor's consent. Re twice when topic changes for maximum of 12 credits.

456/556 Feminist Theory (4) Examines major sociological theories that elucidate the position of women and gender as part of the configuration of social relations of power in contemporary societies. Prereq: SOC 355 or 455/555, or upper-division course on gender in another department or instructor's consent.

457/557 Sex and Society (4) Examines alternative sociological perspectives on sexual behavior, the social construction and regulation of sexuality, contemporary social and political issues pertaining to sexuality. Prereq: 12 credits in sociology or instructor's consent.

459/559 Sociology of Religion (4) Sociological analysis of religious belief and behavior; special attention to the relationship between religious institutions and the larger societies of which they are a part. Prereq: 12 credits in sociology or instructor's consent.

461/561 Systems of War and Peace (4) 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: 12 credits in sociology.

465/565 Political Sociology (4) 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: 12 credits in sociology.
640 Issues in Sociological Theory (3) Major contemporary theoretical perspectives including critical issues being debated. May focus on a single contemporary perspective or on a variety of contemporary perspectives. Prereq: SOC 310 or instructor's consent. R; twice for a maximum of 12 credits.

675 Marxist Sociological Theory (4) 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 310 or instructor's consent.

680/580 Crime and Social Control (4) Emphasizes major substantive areas of crime and control in the United States and developing societies, especially in Pacific Rim areas. Prereq: SOC 380 or instructor's consent.

484/584 Issues in Deviance, Control, and Crime: [Topic] (4R) Topics vary. Examples are modern policing, hate crimes, cross-national research in crime. Prereq: SOC 380 or instructor's consent. R: twice when topic changes for a maximum of 12 credits.

491/591 Sociology of Education (4) The relationship between education and other social institutions, the school and the community, the school as a social system, social change and education. Prereq: 12 credits in sociology. 303 Thesis (1-16R) P/N only

601 Research: [Topic] (1-16R) P/N only

602 Supervised College Teaching (1-5R)

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

604 Internship: [Topic] (1-6R)

605 Reading and Conference: [Topic] (1-16R)

606 Supervised Field Study: [Topic] (1-16R)

607 Seminar: [Topic] (1-5R) Offerings vary from year to year depending on student needs and faculty interests. Recent topics include Feminist Sociological Theory: The Philosophy and Epistemology of Social Science; Time-Series Analysis.

608 Workshop: [Topic] (1-16R) Topics vary.

699 Supervised Tutoring Practicum: [Topic] (1-3R)

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

620 Durkheim and Weber (3) Critical examination of the major works of 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.


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, ethnomethodology, and Goffman's "micro-Durkheimian" perspective. Prereq: SOC 620, 630.

660 Experimental Methods and Design (3) The logic and design of experiments in sociological research. 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.

665 Survey Methods and Design (3) The logic and methods of survey design and sampling: question construction, survey layout and implementation, coding, and data analysis. Prereq: graduate standing. SOC 412/512 or equivalent or instructor's consent.

669, 670 Field Research Methods and Design I and II (5, 5) Observing events in a natural setting: describing cultures on their own terms: the discovery of characteristic ways in which people categorize, code, and define their own experience. Sequence.

675 Demographic Methods (3) Demographic techniques as tools: censuses as data sources for research in social phenomena. Understanding the nature and uses of censuses; employing demographic methods in research.

680 Historical and Comparative Methods in Sociology (3) Historical and comparative methods in sociological research: Theory construction, hypothesis testing, and the use of quantitative and qualitative historical sources.

681 Comparative-Historical Sociology (3) Introduction to comparative-historical methods in analyzing macrosociological structures and processes. Discussion of theory construction, research process, problems of verification or falsification.

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**SOUTHEAST ASIAN STUDIES**

110 Gerlinger Hall

Telephone (503) 346-4816

Scott DeLancy, Program Director

**Program Committee**

Jehn Arbelo, Southeast Asian studies (Filipino language)

William S. Ayres, anthropology (Thailand)

Avreta Borrack, anthropology (New Guinea)

Kathie L. Canepari, linguistics (Thai language)

Carolyn L. Carrier, geography (Malaysia, Burma, Singapore)

Scott DeLancy, linguistics (Sino-Tibetan languages)

Janet W. Deschryver, dance (Southeast Asian dance)

Philip J. DeVries, biology (tropical biology)

Gerald W. IVy, international studies (Thailand, Laos)

Robert Kiy, music (Indonesia)

Glenn A. May, history (Philippines)

Geraldine Moreno, anthropology (Thailand, Indonesia)

Robin Paynter, library (Southeast Asian bibliography)

Robert Proudfoot, international studies (Laos, Vietnam)

Kenneth D. Ramnath, decision sciences (Thailand)

Clifford Seiber, Center for Asian and Pacific Studies (Malaysia)

Theodore Stemp, anthropology (Thailand)

Norman D. Sundberg, psychology (cross-cultural psychology)

Robert B. Tessler, international studies (Thailand)

Asita Weiss, international studies (Muslim societies)

Harry F. Wooten, anthropology (education and Thailand)

**ABOUT THE PROGRAM**

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 their students and faculty members, the Universities of Washington and British Columbia joined the University of Oregon in establishing the Northwest Regional Corso...
STATISTICS

305 Gilbert Hall
Telephone (503) 346-3315
Larry E. Richards, Committee Chair

Steering Committee
Lorraine G. Davis, academic affairs
Stephen E. Haynes, economics
Robert M. O'Brien, sociology
Larry E. Richards, decision sciences
Maxwell R. Wolfe, exercise and movement science
Darling Xu, mathematics

ABOUT THE CURRICULUM

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 Lundquist College of Business 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
Courses in statistics are offered in seven departments and the following nine areas. Both students and advisors should be aware of these areas and the courses offered by different departments, as some courses may contain such similar content that a student may not be granted credit toward graduation for more than one of the courses.

Introductory Statistics
Decision Sciences. Introduction to Business Statistics (DSC 611)
Economics. Introduction to Econometrics (EC 420/520, 421/521). Econometrics (EC 423/523)
Exercise and Movement Science. Statistical Methods (EMS 691)


Political Science. Methods for Politics and Policy Analysis II (PS 446/546)
Psychology. Statistical Methods in Psychology (PSY 302), Data Analysis I (PSY 611)
Sociology. Quantitative Methods in Sociology (SOC 312), Sociological Research Methods (SOC 412/512)

ANOVA and Experimental Design
Decision Sciences. Applied Analysis of Variance (DSC 330)
Psychology. Data Analysis II (PSY 612)

Decision Theory
Decision Sciences. Applied Decision Analysis (DSC 427/527), Decision Analysis for Negotiation Problems (DSC 626)

Multivariate Statistics
Decision Sciences. Applied Multivariate Analysis (DSC 641)
Exercise and Movement Science. Applied Multivariate Statistics (EMS 694)

Nonparametric Statistics
Decision Sciences. Applied Nonparametric Statistics (DSC 633)

Regression
Decision Sciences. Applied Regression Analysis (DSC 425, 635)
Economics. Introduction to Econometrics (EC 421/521), Econometrics (EC 424/524, 425/525)
Mathematics. Multivariate Statistical Methods (MATH 427/527), Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 463/563)
Psychology. Data Analysis III (PSY 613)
Sociology. Sociological Research Methods (SOC 413/513)

Sampling Techniques
Decision Sciences. Applied Sampling Techniques (DSC 620)

Theory of Probability and Statistics

Time Series
Decision Sciences. Applied Time Series Analysis for Forecasting (DSC 640)
THEATER ARTS
216 Villard Hall
Telephone (503) 346-4171
John C. Watson, Department Head

FACULTY

Emeriti
Horace W. Robinson, professor emeritus. B.A., 1931, Oklahoma City; M.A., 1932, Iowa. (1933)
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

ABOUT THE DEPARTMENT
The Department of Theater Arts offers major curricula leading to the bachelor of arts (B.A.), bachelor of science (B.S.), master of arts (M.A.), master of fine arts (M.F.A.), and doctor of philosophy (Ph.D.) degrees. Courses in theater arts are available 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.

The theater arts department offers a humanitarian and liberal-arts education. Some courses, pre-professional 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 M.F.A. degree programs or nondegree professional training schools. Such students use their liberal-arts background to pursue vocational opportunities that require good skills in communication and organization. Students may gain practical experience in theater studies through Second Season and University Theatre productions in the Robinson Theatre. Theater Arts students often work as members of the theater productions and departments of the arts. This practical experience is valuable in the development of the student's skills.

Lighting Production (TA 323), Production (TA 324), Performance (TA 325).

GRADING OPTIONS
Some courses in theater arts are offered pass/fail (P/N) only. Work counts toward fulfillment of the 18-hour credit requirement for a B.A. or B.S. only if satisfactorily completed.

HONORS IN THEATER ARTS

The honors program is designed to serve a select group of students who have demonstrated unusual ability and uncommon commitment. The program is administered by a special honors committee. For more information, interested students should seek their academic advisors approved honors program.

MINOR REQUIREMENTS

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 is required: literature, and criticism, performance, technical theater, and theater history. All course work for the minor must be completed with a letter grade of C- or better.

GRADUATE STUDIES

The theater arts department offers graduate work in directing, acting, playwriting, design, history, and theory leading to the M.A., M.S., M.F.A., and Ph.D. degrees. Students entering this program should have an undergraduate major in theater arts or the equivalent.

GRADUATE DEGREE REQUIREMENTS

Both the M.A. and the M.F.A. degrees require 42 credits in graduate courses, and both require a thesis with an oral examination. The M.A. also requires competence in one foreign language. The M.F.A. is typically a three-year program requiring a minimum of 45 credits. Areas of specialization are directing, acting, set design, playwriting, lighting design, and costume design. Students may not apply for admission to the M.F.A. program until they have completed 15 credits in courses appropriate for the M.F.A. degree. A list of specific course requirements is available from the department. 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, reviewed by the candidate's thesis 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 undergo 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 advanced to candidacy, which occurs 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 re-
main in the theater arts Ph.D. program.

General Requirements. The only course re-
quired of all theater-arts graduate students is Re-
search Methods (TA 611); Ph.D. candidates are
expected to complete 45 to 60 credits beyond the
master's degree in history, theory, and literature of
theater.

All candidates for graduate degrees are required
to take a written or oral examination during the
first term of residence. This examination is diag-
nostic, and it is used to determine a study pro-
gram for the student. Each student's study pro-
gram is planned in consultation with an adviser
and a diagnostic committee. This program con-
isutes a contract that must be fulfilled by the
student unless he is amended in consultation with
the diagnostic committee.

The graduate student is expected to show ability
in both academic and production areas. During
residence at the university, each student is ex-
pected to make a significant contribution in three
areas out of the following: acting, directing,
technical management, playwriting, teaching,
and design.

Candidates for an M.A. degree in theater arts
must demonstrate their ability to read a foreign
language. Students seeking the Ph.D. degree
must acquire two research tools, one of which
must be the knowledge of a foreign language.
The other may be another foreign language or 9
credits of graduate-level study outside the de-
partment in a field related to the student's re-
search area.

For additional requirements and information,
contact the graduate coordinator.

THEATER ARTS COURSES (TA)

121 Scenery and Lighting Laboratory (1-2R)
P/N only. Building and painting scenery, hang-
ing lights for productions. R three times for
maximum of 8 credits.

122 Costume Laboratory (1-2R) P/N only.
Building costumes for productions. R three times for
maximum of 8 credits.

124 Production (1-2R) P/N only. Working
backstage for productions. R three times for
maximum of 8 credits.

196 Field Studies: [Topic] (1-2R)

196 Workshop: [Topic] (1-2R)

199 Special Studies: [Topic] (1-5R) Stage crew:
lighting, scene, costume.

210 Introduction to Design (4) Introduction
to the principles of design, as applied to the
realization of stage design, scenery, costumes, and
lighting. Creative projects to develop concepts of
visual imagery. Bonds, Rose, Williams. Includes labora-
tory.

211, 212 Theater Production I,II (4,4) Intro-
duction to the mechanics of mounting a theatrical
production including basic construction of scene-
ery props and costumes, use of shop and lighting
equipment, and shop and crew organization.

Bonds, Rose, Williams. Includes laboratory.

280 Acting I (4) Principles of warm-ups.
Stanislavsky system, individual inventory, character
analysis, and rehearsal procedure.

281 Acting II (4) Continuation of performance
principles for contemporary realistic theater with
addition of comic technique and director-actor
relationship. Prereq: TA 250, instructor's con-
sent.

252 Acting III (4) Development of action and
impromptu skills while establishing a work-
ing file of monologue material. Prereq: TA 251,
instructor's consent.

271 Introduction to Theater Arts I (4) Play
and script structure, contemporary aesthetic atti-
uudes, and the value of theater arts to society and
the individual. McKernin.

272 Introduction to Theater Arts II (4) Recent
theater including drama since World War II and
trend developments in theater practice.

Prereq: TA 271, McKernin.

321 Scenery Production (1-4R) P/N only.
Production or performance crew head for scenery.
R three times for maximum of 16 credits.

322 Costume Production (1-4R) P/N only.
Production or performance crew head for cos-
tumes. R three times for maximum of 16 credits.

323 Lighting Production (1-4R) P/N only.
Production or performance crew head for light-
ing. R three times for maximum of 16 credits.

324 Production (1-4R) P/N only. Stage man-
er, assistant director, or dramaturgy position.
R three times for maximum of 16 credits.

352 Performance 1 (4R) P/N only. Preparation,
rehearsal, and performance of an acting role.
R three times for maximum of 16 credits.

353 Techniques: Acting IV (4) Problems in the
use of voice in dramatic roles. Prereq: instructor's
consent.

352 Styles: Acting V (4) Problems in the analysis
and presentation of characters from nonrealistic,
noncontemporary theater. Prereq: instructor's
consent.

364 Play Direction (4) Sources of dramatic ma-
terial, choice of plays, casting and rehearsal of
players, production organization. Prereq: TA 250 or
equivalent or instructor's consent. Watson.

367, 368, 369 History of the Theater I,II,III
(4,4,4) Development of the theater from its ori-
gins to the present. Emphasizes historical consid-
erations in the development of drama, literature,
and performance. Watson.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-2R)

405 Reading and Conference: [Topic] (1-2R)

406 Field Studies: [Topic] (1-2R)

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-2R)

497 Practicum: [Topic] (1-2R) Rehearsal and
Performance is a current topic.

410/510 Experimental Course: [Topic] (1-4R)

411/511, 412/512, 413/513 Costume History
I,II,III (4,4,4) History of Western clothing and
fashion in cultural context. 411/511: Egyptian to
Renaissance. 412/512: mid-Renaissance to Romanticism.
413/513: Victorian to the present. Bonds. Offered alternate
years; not offered 1995-96.

416/516 Costume Design (4) Beginning design
concepts and various artistic media as applicable to
costume design and rendering techniques. Bonds.
Not offered 1995-96.

417/517 Advanced Costume Design (4) Analy-
sis and interpretation of concepts for costume de-
sign. Continuation of development of rendering
techniques. Prereq: TA 416/516. Not offered
1995-96.

418/518 Costume Pattern Drafting (4) Design-
ing patterns through flat patterning and draping
methods. Practical experience in pattern design
and execution. Bonds. Not offered 1995-
96.

419/519 Costume Construction (4) Practical
problems encountered in building and decorating
costumes for the stage. Bonds. Not offered
1995-96.

423/523 Theater Arts Pedagogy: [Topic] (4R)
Practical experience as a teaching assistant includ-
ing research, presentation, coaching, and written
reports. Available in a variety of disciplines.

Prereq: instructor's consent. R three times when
topic changes for maximum of 16 credits. Barton.

425/525 Scenery Drafting Techniques (4)
Drafting techniques for the scenic artist. Prereq:

440/540 Principles of Design in the Theater (4R)
Visual statement in the theater. Composition,
color, spatial relationships, line, and movement
for the scene, costume, lighting designer, and
director. Prereq: TA 210, 211, 212 or instructor's
consent. Williams.

441/541 Scene Design I (4) Elements of scene
design; the scene designer's role. Creating a
ground plan, measured perspective techniques,
evocations, design styles. Design process and
procedures related to the production stage only.

442/542 Scene Design II (4) Selected problems
in the design of dramatic productions. Prereq: TA

443/543 Scene Design III (4) Scene design for
various stylistic periods, locations, and settings.

444/544 The Mark (4) Explores mask design in
different world cultures and mask fabrication in
variables materials. Williams.

445/545 Advanced Projects in Theater Tech-
nology: [Topic] (4R) Specialized areas of tech-
ner technology, one topic per term. Topics include
lighting, set building, stage management, props,
and technical apparatus. Williams.

448/548 Theater Pedagogy: [Topic] (4R)
Teaching, administration, and management of the
theater classroom. Prereq: experience in teaching
instructor's consent. Watson.

451/551 Advanced Projects in Theater Tech-
nology: [Topic] (4R) Specialized areas of tech-
nner technology, one topic per term. Topics include
lighting, set building, stage management, props,
and technical apparatus. Williams. Not offered
1995-96.

467/567 Lighting for the Stage (4) Designing
lighting for the stage technical and aesthetic
problems. Prereq: TA 111 or instructor's consent.

Rose.
WOMEN’S STUDIES

315 Hendricks Hall
Telephone (503) 353-5529
Program Director

FACULTY

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating
Laura J. Alpert, architecture
Barbara A. Binsack, anthropology
Lesa Coogan Ard, dance
Linda M. Atwood, English

ENG 477/577 Modern Drama (4) See English
503 Thesis (1-16R) P/N only
601 Research: [Topic] (1-16R) P/N only
603 Dissertation (1-16R) P/N only
605 Reading and Conference: [Topic] (1-16R)
606 Field Studies: [Topic] (1-16R)
607 Seminar: [Topic] (1-5R)
608 Workshop: [Topic] (1-16R)
609 Practicum: [Topic] (1-16R) Rehearsal and Performance is a current topic.
610 Experimental Course: [Topic] (1-5R)
611 Research Methods (3) Research methodology, experimental, historical, descriptive, and developmental research methods; style and format in scholarly presentation of research. Ramírez.
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. Prereg: Instructor’s consent.
664 Special Problems in History of Theater: [Topic] (3) 664. Components of the theater during the golden ages of dramatic art: the ancients, European Renaissance, Asiatic, 18th- and 19th-century European, Watson.

Jean Stockard, sociology
Nathaniel Tisch, English
Nancy Tuan, philosophy
Louise Carroll Wade, history
Anna M. Weiss, international studies
Mary C. “Polly” Weich, architecture
Barbara V. Welke, history
Louise Welting, English
Alan S. Wolfe, East Asian languages and literatures
Mary E. Wood, English
Virgil Zuck, Germanic languages and literatures

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 decision role that they have played and continue 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, history, health, international studies, journalism, literature, philosophy, planning and public policy, political science, psychology, and sociology among others.

Any student may take women’s studies courses. Some students take only a few courses in order to complement the core curriculum of their majors. Others choose to fulfill the 24-credit requirement for a minor in women’s studies. Most women’s studies courses do not have prerequisites. Introduction to Women’s Studies (WST 101) is an approved social-sciences group-satisfying course and may be used as one of two required multicultural courses. For more information, see Group Requirements and Multicultural Studies (WST 107) in the Registrar’s Office.

The integrative Seminar: Feminist Research Issues (WST 407/607) 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. Students who transfer to the university from other colleges may apply up to 9 credits of women’s studies courses to 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 woman’s studies background can be used as a basis for entering a growing number of graduate programs that emphasize the study of women as gender.

Minor Requirements

The minor in women’s studies requires 24 credits including at least 12 WST credits and at least 8 credits chosen from cross-listed upper-division courses offered by other departments. (See Courses In Other Departments below.) The remaining 4 credits may be in either women’s studies or cross-listed upper-division courses. Introduction to Women’s Studies (WST 101) is required, and candidates for the minor are strongly urged to take Seminar:
Feminist Research Issues (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 in a single department. Courses applied to any major may not count for the women's studies minor. At least 12 credits must be taken at the University of Oregon.

Students must apply for the minor in women's studies office well in advance of graduation for transcript evaluation. In order to be eligible for the minor, students must complete all course 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 12 of these credits must be in core courses in the Women's Studies Program. These include but are not limited to Seminar (WST 507 or 607), History and Development of Feminist Theory (WST 512), Reading and Conference (WST 605), Practicum (WST 609). No more than 4 credits of Reading and Conference (WST 605) and Practicum (WST 609) can be applied to the certificate. At least 12 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 and does not count as part of the 24 total credits. Students who do not have this course may complete the prerequisite by enrolling in Practicum (WST 509) to facilitate discussion groups for Introduction to Women's Studies (WST 101).

Students who are unconditionally admitted to the Graduate School may earn the women's studies certificate as an unclassified graduate student, as a complement to an individually designed interdisciplinary master's degree with a focus on women's studies, or as an enhancement to a master's degree in another discipline. For more information, see the Graduate School section of this bulletin.

Application materials are available in the women's studies office.

**WOMEN'S STUDIES COURSES (WST)**

**101** Introduction to Women's Studies (4) Interdisciplinary examination of the status and contribution of women. Students are required to enroll in each course required for the major. Students may not count any of the courses in this course toward graduation.

**198** Colloquium: [Topic] (1-2R)
**199** Special Studies: [Topic] (1-5R)
**351, 352** Women's Literature, Art, and Society (4,4) Interdisciplinary examination of women's literary, artistic, and intellectual contributions to women's culture and to dominant cultures. Focuses primarily on 19th and 20th centuries.

**399** Special Studies: [Topic] (1-5R)
**401** Research: [Topic] (1-16R)
**405** Reading and Conference: [Topic] (1-5R)
**407/507** Seminar: [Topic] (1-5R)
**409** Practicum: [Topic] (1-5R) 410/510 Experimental Course: [Topic] (1-5R)
**412/512** History and Development of Feminist Theory (4) Theories of oppression and liberation of women in America and Europe. Emphasis is on post-1940 theories. Prereq: WST 101 or SOC 355.

**601** Research: [Topic] (1-16R) P/N only
**605** Reading and Conference: [Topic] (1-5R)
**697** Seminar: [Topic] (1-5R)
**608** Workshop: [Topic] (1-16R)
**699** Practicum: [Topic] (1-5R)
**710** Experimental Course: [Topic] (1-5R)

**Courses in Other Departments**

See descriptions under named departments. Other courses may qualify. Inquire at the Women's Studies Program office.

**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), Feminism and Ethnography (ANTH 439/539) 618 Seminar: [Topic] (1-5R)

**Arts and Administration**
Women and Their Art (AAD 452/552) 620 Seminar: [Topic] (1-5R)

**Comparative Literature**
The Body in History 630 Comparative Literature: The Body in History East Asian Languages and Literatures: Chinese, Women, Gender, and Chinese Literature (CHN 390)

**English**
Women Writers' Issues (ENG 315), Women Writers' Voices (ENG 516), Film Directors and Genres: Women and Masculinity. Women Filmmakers (ENG 490/590), Feminist Film Critique (ENG 496/596), Feminist Literary Theory (ENG 497/597), Studies in Women and Literature (ENG 498/598), Topics in Women and Literary Theory (ENG 696)

**Ethnic Studies**
Minority Women: Issues and Concerns (ES 390)

**Germanic Languages and Literatures**

**Germanic Languages and Literatures: Scandinavian**
Scandinavian Women Writers (SCAN 399) History. History of Women in the United States I (HIST 308, 309), 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. Gender and International Development (INTL 421/521)

**Journalism and Communication**
Women, Minorities, and Media (J 320) 710 Educational Policy and Management. Educational History of American Women (EDPD 472/572)

**Philosophy**

**Romance Languages: Italian**
Italian Women's Writing (ITAL 498/598)

**Romance Languages: Spanish**
Spanish Women Writers (SPAN 497/597, 498/598)

**Sociology**
Sociology of the Family (SOC 330), Sociology of Women (SOC 335), Issues in Family Sociology (SOC 425/525), Issues in Sociology of Gender (SOC 556/555), Feminist Theory (SOC 456/556)
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 preparation. Interested students should consult the appropriate university adviser. 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

418 Willamette Hall
Telephone (503) 346-3108
David M. Strom, Preengineering Director

Graduates with bachelor's degrees in engineering are in great demand to solve practical problems by applying physical-scientific 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 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 coursework before admission to a professional engineering program, and (2) professional engineering is the last two years of coursework 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 in the Department of Physics office.

High School Preparation. Students interested in an engineering career should complete as much mathematics and science as possible in high school. It is possible, four years of high school mathematics (including advanced algebra, trigonometry, and elementary functions) should be completed in order to begin calculus in the first 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. Details are contained in the Student Guide for Engineering Preparation at the University of Oregon, available in the Department of Physics office.

Programs

Students may take the following sample programs below.

Sample Program

The following sample program is for students prepared to begin calculus in their freshman year.

**Freshman Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus I (MATH 251)</td>
<td>12</td>
</tr>
<tr>
<td>Calculus II (MATH 252)</td>
<td>12</td>
</tr>
<tr>
<td>Calculus III (MATH 253)</td>
<td>12</td>
</tr>
<tr>
<td>General Chemistry (CH 211, 212, 213)</td>
<td>12</td>
</tr>
<tr>
<td>General Chemistry Laboratory (CH 221, 228, 229)</td>
<td>6</td>
</tr>
<tr>
<td>Foundations of Physics I (PHYS 351)</td>
<td>4</td>
</tr>
<tr>
<td>Statics, Dynamics, Strength of Materials (ENGR 211, 212, 213)</td>
<td>12</td>
</tr>
<tr>
<td>Humanities and social science</td>
<td>8</td>
</tr>
<tr>
<td>Introduction to Numerical Computation with FORTRAN (CIS 133)</td>
<td>4</td>
</tr>
<tr>
<td>Calculus I (MATH 251)</td>
<td>12</td>
</tr>
<tr>
<td>Calculus II (MATH 252)</td>
<td>12</td>
</tr>
<tr>
<td>Calculus III (MATH 253)</td>
<td>12</td>
</tr>
<tr>
<td>General Chemistry (CH 211, 212, 213)</td>
<td>12</td>
</tr>
<tr>
<td>General Chemistry Laboratory (CH 227, 228, 229)</td>
<td>6</td>
</tr>
<tr>
<td>Foundations of Physics I (PHYS 351)</td>
<td>4</td>
</tr>
<tr>
<td>Statics, Dynamics, Strength of Materials (ENGR 211, 212, 213)</td>
<td>12</td>
</tr>
<tr>
<td>Humanities and social science</td>
<td>8</td>
</tr>
</tbody>
</table>

Sample Program

The following sample program is for students not prepared to begin calculus in their freshman year.

**Freshman Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra (MATH 111), Elementary Functions (MATH 112)</td>
<td>12</td>
</tr>
<tr>
<td>Calculus I (MATH 251)</td>
<td>12</td>
</tr>
<tr>
<td>Calculus II (MATH 252)</td>
<td>12</td>
</tr>
<tr>
<td>Calculus III (MATH 253)</td>
<td>12</td>
</tr>
<tr>
<td>General Chemistry (CH 211, 212, 213)</td>
<td>12</td>
</tr>
<tr>
<td>General Chemistry Laboratory (CH 227, 228, 229)</td>
<td>6</td>
</tr>
<tr>
<td>Statics, Dynamics, Strength of Materials (ENGR 211, 212, 213)</td>
<td>12</td>
</tr>
<tr>
<td>Humanities and social science</td>
<td>8</td>
</tr>
</tbody>
</table>
Additional Requirements
Oregon State University also requires Lifetime Fitness for Health (HHP 234), a 3-credit course offered at OSU.

In addition to WR 121 two communication courses and an upper-division writing-intensive course in the major are required.

Consult the preengineering director about these and other bachelor's degree requirements for the OSU School of Engineering.

HEALTH SCIENCES, PREPARATORY

164 Oregon Hall
Telephone (503) 346-3211
Marliss G. Strange, Coordinator

The Office of Academic Advising and Student Services supervises the following preprofessional health science programs. Information on other health-care career programs is available from the coordinator. Because professional schools change admission requirements frequently, students need to consult regularly with UO advisers.

The Office of Academic Advising and Student Services has a prehealth sciences information area with catalogs, recent literature about the profession, and information, and assistance on admission tests and procedures.

DENTAL HYGIENE, PREPARATORY

Telephone (503) 346-5211
Hilda Yee Young, Head Adviser

The University of Oregon offers courses that satisfy admission requirements for the Oregon Health Sciences University (OHSU) Dental Hygiene Program in Portland.

Completion of a two-year program (60-credit minimum) is required prior to registration in the Dental Hygiene Program. The following courses satisfy basic requirements:

Introductory General Chemistry (CH 211, 212, 213), or General Chemistry (CH 212, 222, 223) with laboratories (CH 227, 228, 229)
Organic Chemistry I (CH 331) and laboratory (CH 337)

College Composition I (WR 121) and either College Composition II or III (WR 122 or 123)

One course in nutrition, which may be completed after admission to the dental hygiene program.

One course in speech

Arts and letters: two group-satisfying courses

Introduction to Cultural Anthropology (ANTH 110)

Mind and Brain (PSY 201), Mind and Society (PSY 202)

Introduction to Sociology (SOC 204)

Applications are available from the Office of the Registrar, Oregon Health Sciences University School of Dentistry, 611 SW Campus Drive, Portland OR 97201. Deadline for fall term: applications are March 1.

Because entrance requirements for dental hygiene programs vary, it is recommended that students write to the schools they are interested in for specific admission information. Completion of the preprofessional program does not guarantee admission to a dental hygiene program.

All courses required for admission must be taken for letter grades.

DENTISTRY, PREPARATORY

Telephone (503) 346-5112
John R. Lukacs, Director

Predental Curriculum

The university offers a predental program that satisfies the requirements for admission to the Oregon Health Sciences University (OHSU) School of Dentistry in Portland and to many other accredited dental schools.

General Requirements

The OHSU School of Dentistry requires that predental students devote at least two years to their predental education, completing a minimum of 90 credits, of which 80—including all of the predental requirements—must be taken for letter grades. In the computation of the overall grade point average (GPA), the OHSU School of Dentistry counts an N (no pass) as a failing grade.

Students who plan to complete the requirements for a bachelor's degree at the OHSU School of Dentistry after earning 120 UO credits should satisfy all major and university requirements at the UO that cannot be met with course work at the School of Dentistry. Professional university requirements, see Bachelor's Degree Requirements in the Registration and Academic Policies section of this bulletin.

Although a bachelor's degree is not an admission requirement, the OHSU School of Dentistry and most other dental schools recommend that their students complete an undergraduate degree.

Science Requirements

The following courses are required at most dental schools in the United States:

Mathematics (MATH 111 and above), 12 credits

One-year general chemistry sequence with laboratories

Organic chemistry (CH 351, 352 or CH 331, 332) with laboratories (CH 337, 338). Although the OHSU School of Dentistry accepts CH 331, 332, some dental schools require a full year of organic chemistry

Genetics and Evolution (BI 220), Molecular Biology (BI 221), Cellular Biochemistry (BI 222) with laboratories (BI 225, 226, 227); the recommended biology sequence. Cellular Physiology (BI 233) with laboratory (BI 228) is also recommended

Alternatively, some predental students may take General Biology LII, LIII (BI 101, 102, 103) or Explanations in General Biology LII, LIII (BI 105, 106, 107). Although these courses meet minimum admission requirements, they are not recommended as the sole preparation either for dental school work or for the Dental Admission Test. These sequences are acceptable for the UO general science major and prepare students for some upper-division work in biology. They do, however, substitute for the BI 220-228 core courses required for the biology major. Other students should consult their advisers on the suitability of these alternatives.

General Physics (PHYS 201, 202, 205) or General Physics with Calculus (PHYS 211, 212, 213) with laboratories (PHYS 204, 205, 206)

Admission

Admission to the OHSU School of Dentistry is competitive. The mean grade point average (GPA) of the entering class of 1994 was 3.30. If the GPA is below 3.00 there is little probability of acceptance. However, the Admissions Committee of the School of Dentistry will consider specially meritorious students who do not meet the University's regular GPA requirements for admission.

The Dental Admission Test should be taken no later than fall 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 predental students to have references from teachers who have actually worked with them. In large classes, a more reliable reference may be obtained from a laboratory teaching assistant than from the lecture, who may not deal personally with the student. The evaluation should be obtained immediately following the conclusion of a term of work. Evaluation forms are available from the UO Career Center, 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 indispensable, and their counsel should be sought regularly.

MEDICAL TECHNOLOGY, PREPARATORY

Telephone (503) 346-4525

M. Charlene Larson, Head Adviser

The university offers course work that satisfies the minimum requirements for admission to the Oregon Health Sciences University (OHSU) Medical Technology Program in Portland.

Two options are available. The first option, requiring three years of work on the OU campus and one year at the OHSU, culminates in a bachelor of science (B.S.) in medical technology awarded by the OHSU. Students who choose the second option complete a bachelor's degree at the OU before entering a medical technology certification program. The second option prepares students to apply to programs that do not offer bachelor's degree.

Requirements

The first three years of undergraduate work (125 credits) must include the following:

...
General-education courses. Selection depends on whether the student chooses to enter the OHSU program from the UO during three or four years. See the Director of Admissions for specifics.

24 credits of Biology including Botany (BI 318), Genetics, physiology, and anatomy are recommended

24 credits of chemistry lecture and laboratory work that includes general inorganic chemistry, organic chemistry, or biochemistry. Quantitative analysis and physical chemistry are recommended.

One course in college-level mathematics, MATH 111 or higher. Additional mathematics courses are recommended, as are courses in statistics.

In addition, the OHSU strongly recommends Instrumental Analysis (CH 429) and General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206).

Admission

An application for admission may be obtained from the Director of Admissions, Oregon Health Sciences University School of Medicine, 3181 S.W. Sam Jackson Park Road, Portland OR 97201. Applications are available fall term and are accepted until December 1 for the following year's class.

MEDICINE, PREPARATORY

Telephone (503) 346-3211
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 Office of Academic Advising and Student Services has a premedical sciences information area, a catalog, recent literature about the professions, and information and assistance on tests and procedures for admission and application.

The varying admission requirements of medical schools are listed in Medical School Admission Requirements. Order forms are available at the premedical sciences information area.

Oregon Health Sciences University recommends that most students apply to eight to ten medical schools. They should consult the schools' requirements for admission and application.

Minimum Requirements

The minimum requirements for admission to the OHSU School of Medicine and many others 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 General Chemistry (CH 2346, 2356, 2366) with laboratories (CH 237, 238, 239)

Organic Chemistry (CH 331, 335, 336) with laboratories (CH 337, 338)

Three terms of biology covering basic concepts of cell structure and function, developmental biology (embryology), and genetics. Premedical students may take Genetics and Evolution (BI 220)

Molecular Biology (BI 221), Cellular Biochemistry (BI 222) with laboratories (BI 225, 226, 227) to meet this requirement. Cell Biology (BI 223) with laboratory (BI 229) is recommended.

Alternatively, some students may take General Biology (BI 101, 102, 103) or Expositions in General Biology (LI 224, 225, 226). Although these courses meet minimum admission requirements, they are not recommended as the sole preparation for the medical school course work or for the Medical College Admission Test (MCAT). These courses are acceptable in the general science major program and prepare students for some upper division work in biology. The sequence does not, however, substitute for the BI 220-228 core courses required for the biology major and for admission to most upper division course work in biology.

One college-level mathematics course. Many schools require a course in calculus.

General Physics (PHYS 201, 202, 203) or General Physics with Calculus (PHYS 211, 212, 213) with laboratories (PHYS 204, 205, 206)

One year of English including a composition course

One year of arts and letters courses

One year of work in the social sciences

Specific course requirements vary from school to school. Transfer students must meet the minimum requirements in other ways; they should consult their advisors and Medical School Admission Requirements.

Admission

The OHSU School of Medicine requires applicants to have a bachelor's degree prior to admission. Most other medical schools give preference to students with bachelor's degrees in academic subjects; premedicine is not an academic major. Any major is acceptable to medical schools, and recent 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 performance or in eventual selection of residency. Specific requirements for various majors are found in the bulletin under department and program headings. See also the General Science section.

A few medical schools accept students at the end of their junior year on the assumption that science credits earned in medical school may be transferred back to the undergraduate institution to satisfy bachelor's degree requirements. Students planning to enter medical school at the end of their junior year should consult their advisors regularly to ensure that general university and departmental major requirements are met. These students must have completed 132 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 minimum requirements, selection for admission is based on many factors including undergraduate grade point averages, MCAT scores, letters of recommendation, and awareness of and experiences in health-related fields.

Currently, a 3.50 GPA is the national mean for accepted applicants, and it is unlikely that a candidate with a GPA below 3.50 would be accepted at most United States medical schools. Furthermore, courses taken to satisfy science requirements must be taken for letter grades.

Nearly all medical schools require applicants to take the MCAT, given in early spring and late summer each year. Reservations for this examination must be made at least one month in advance of the scheduled date. Reservation blanks are available in 164 Oregon Hall at the premedical sciences information area, which also has a manual that describes the test and provides practice questions and suggestions about preparing for the test. Applicants are urged to take the test at least one full year before anticipated admission.

Three to five letters of recommendation from college or university instructors are generally required. Most schools request that two of these letters come from science instructors. The importance of these letters cannot be overemphasized. 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.

The university sponsors an academic and service society, the Askepods. For more information, 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 some require anatomy and physiology.

Naturopathic medical schools require many of the same science courses.

NUCLEAR MEDICAL TECHNOLOGY, PREPARATORY

Telephone (503) 346-3211
Marliss G. Strange, Head Adviser

Nuclear medical technology is a paramedical specialty in the use of radioactive materials for diagnostic and therapeutic purposes. 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 twelve-month program, applicants must have completed a bachelor's degree program in biology, chemistry, or physics. General science majors are considered if they have completed prerequisite science courses. Certified medical technologists, radiologic technologists, 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

Telephone (503) 346-3211
Hilda Yee Young, Head Adviser

The University of Oregon offers most of the courses required for admission at the Oregon Health Sciences University School of Nursing and its associated programs. Students can begin at the University with required courses in chemistry and mathematics and then either transfer to another institution or supplement course work at the University with courses at Lane Community College.

Students can complete transfer requirements at the University for other programs in the state. Some out-of-state accredited programs admit students after they have completed a bachelor's degree in any subject and taken specified science courses.
Prior to registration students should contact the head adviser, who can provide information about the above options and assist in course selection.

**PHARMACY, PREPARATORY**

**Telephone (503) 346-2624**

James W. Long, Head Adviser

The University of Oregon offers a program that fulfills admission requirements to the Oregon State University (OSU) College of Pharmacy as well as to many other accredited pharmacy schools. The program is available for review in the Office of Academic Advising and Student Services, 164 Oregon Hall.

The pharmacy curriculum for the OSU College of Pharmacy requires 90-96 credits including:
- Introductory General Chemistry (CH 211, 212, 213)
- General Chemistry (CH 221, 222, 223)
- with laboratories (CH 227, 228, 229)
- or Honors General Chemistry (CH 234H, 235H, 236H) with laboratories (CH 237, 238, 239)

- Organic Chemistry I-II (CH 331, 335, 336)
- with laboratories (CH 337, 338)

- Genetics and Evolution (BI 220), Molecular Biology (BI 221), Cellular Biochemistry (BI 222) with laboratories (BI 225, 226, 227)

- Bacteriology (BI 318) or Microbiology (BI 330)

- Calculus I (MATH 211) or Calculus for Business and Social Science I (MATH 241)

- Mind and Society (PSY 202)

- Introduction to Economic Analysis: Microeconomics (EC 201)

- Two of the following: Introduction to Economic Analysis: Macroeconomics (EC 202), Thorking (PSY 330) or Development (PSY 375), Introduction to Sociology (SOC 204)

- College Composition I (WR 121) and either College Composition II or III (WR 122 or 123)

- One course in communication taken at Lane Community College

- Required courses must be taken for letter grades whenever that option is available.

- Pharmacy students can pick up a list of OSU general-education requirements in 164 Oregon Hall. Students must complete these requirements before admission or while enrolled in the pharmacy program.

- In addition to the required courses, students must submit scores from the Pharmacy Admission Test and letters of recommendation from the teaching faculty and from a pharmacist.

- Applications are available in September from the Oregon State University College of Pharmacy, Corvallis OR 97331-3507; telephone (503) 737-5794. Generally, the application deadline for the following fall term is late January.

**PHYSICIAN ASSISTANT, PREPARATORY**

**Telephone (503) 346-3211**

Marliss G. Strange, Head Adviser

The University of Oregon offers the courses required for admission to the Oregon Health Sciences University Physician Assistant Program, 3181 SW Sam Jackson Park Road, Portland, Oregon, 97201-3098.

**RADIATION THERAPY TECHNOLOGY, PREPARATORY**

**Telephone (503) 346-3211**

Marliss G. Strange, Head Adviser

Radiation therapy technology is a highly specialized branch of medicine that uses ionizing radiation in the treatment of diseases, especially cancer. Radiation therapy may be used alone or in combination with surgery and/or chemotherapy. The aim of therapy may be to cure the disease or to alleviate symptoms as pain.

The University of Oregon offers the prerequisite courses to prepare students for admission to the Oregon Health Sciences University School of Medicine program. The OSUH offers the first two years of the program leading to a bachelor of science in radiation therapy.

**Admission Requirements**

General Biology I-II (BI 101, 102, 103) or equivalent higher-level biology sequence

- 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 227, 228, 229)

- General Physics (PHYS 211) or General Physics with Calculus (PHYS 212) with laboratory (PHYS 206)

- College Algebra (MATH 111), Elementary Functions (MATH 112) or higher-level mathematics

- 9 credits of group-satisfying arts and letters courses

- 9 credits of group-satisfying social science courses

- College Composition I (WR 121) and either College Composition II or III (WR 122 or 123)

In addition to taking the required courses, which should be taken for letter grades, students must prepare to observe professional radiation therapists at work. The program director at OSUH can assist interested students in contacting appropriate professionals in the Eugene area; telephone (503) 494-6704.

**REGISTERED NURSES, BACHELOR'S DEGREE FOR**

**Telephone (503) 494-4193**

M. Charlene Latson, Head Adviser

The University of Oregon offers a course work that prepares students for admission to the Tri-State Program in Veterinary Medicine (offered jointly by Oregon State University, Washington State University, and the University of Idaho) for most United States schools of veterinary medicine.

University of Oregon course work that meets the requirements for the tri-state program is listed below. For other schools' requirements consult the Veterinary Medicine School Admission Requirements in the United States and Canada, which is available in the biology advising center, 73 Klamath Hall.

Many veterinary schools request scores from the Veterinary College Admission Test or Graduate Record Examinations as well as veterinary medical exposure and animal experience. Requirements should be studied early so that they can be fulfilled prior to admission.

**Requirements**

- 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 227, 228, 229)

- Organic chemistry sequence (CH 331, 332) or (CH 333, 335, 336) with laboratories (CH 337, 338)

- One upper-division biochemistry course. Cellular Biochemistry (BI 222) meets this requirement; see adviser for letter to accompany application

- College Algebra (MATH 111), Elementary Functions (MATH 112)

- Genetics and Evolution (BI 220), Molecular Biology (BI 221), Cellular Biochemistry (BI 222) with laboratories (BI 225, 226, 227, 228) or BI 220, 221 satisfy the requirement for one semester or term of genetics; see adviser for letter to accompany application
General Physics (PHYS 201). Most veterinary schools require more than one course in laboratory science.

Students may be admitted to veterinary school before completing the bachelor's degree. However, the bachelor's degree must be completed before the doctor of veterinary medicine (D.V.M.) degree can be granted. With careful planning, credits earned at the professional school can be transferred to the undergraduate institution to satisfy the remaining requirements for the bachelor's degree. UO students must complete 132 credits at the University of Oregon or have satisfied university residence requirements. Students planning on early entry into veterinary school should consult regularly with advisors to ensure that general university requirements as well as major requirements are met.

WICHE PROGRAMS IN THE HEALTH SCIENCES

The Western Interstate Commission for Higher Education (WICHE) Student Exchange Programs have been developed to help students in the western United States obtain access to fields of professional education that are not available at state institutions in their home states. Oregon's participation in WICHE enables qualified resident students to apply for assistance in the programs described below while attending participating institutions in any of the thirteen participating WICHE states.

Assistance under these programs enables a limited number of students to pay reduced tuition and fees at state-supported and independent institutions. Students must make application and obtain certification as Oregon residents prior to October 15 of the year preceding the academic year of anticipated enrollment. WICHE certification does not guarantee admission. Additional information and forms for application and certification may be obtained from the Certifying Officer, WICHE, PO Box 3128, Eugene OR 97403, or in 111 Susan Campbell Hall on the UO campus, telephone (503) 346-5722.

Additional information about the WICHE programs described below is available from the Office of Academic Advising and Student Services, 5217 University of Oregon, Eugene OR 97403-5217.

Occupational Therapy, Preparatory

Tel: (503) 346-3211
Hilda Yee Young, Head Adviser

The university offers courses that satisfy the requirements for admission to United States schools of occupational therapy. Students may either apply to transfer into bachelor's degree programs after two or three years of undergraduate study or enter master's degree programs after completing their bachelor's degrees. Because of variations in program requirements, students should consult advisers early.

Communication with the school selected for transfer is also recommended. Bachelor's degree programs usually require undergraduate work in the biological and physical sciences, English, psychology, and sociology. Most require at least three manual or recreational skills and course work in drawing and design, speech, music appreciation, and wood working. In addition, transfer students may have to meet specific general education requirements for that school.

Practicum experience is required to help students clarify career goals and use opportunities to consult practitioners who have current information about the profession. Many schools require 100 to 200 hours of observation with therapists. Practicum credit in the Department of Exercise Movement Science is arranged through the Office of Academic Advising and Student Services, 164 Oregon Hall.

Graduate programs leading to a certificate of proficiency in a master's degree require some preparation as a transfer program. Applicants to graduate programs must submit scores from the Graduate Record Examinations (GRE) general test.

The only occupational therapy program in the state of Oregon is at Pacific University. The program requires twenty-four months of full-time professional fieldwork.

Individual inquiries are welcomed by the American Occupational Therapy Association, 1383 Piccard Drive, PO Box 1725, Rockville MD 20850; telephone (800) 866-9799.

Optometry, Preparatory

Telefon: (503) 346-3211
Marilyn G. Strange, Head Adviser

The university offers courses that satisfy admission requirements for fifteen United States schools and colleges of optometry. Although specific requirements vary, all schools emphasize mathematics, general science, general chemistry, and biology. Some require additional courses in organic chemistry, psychology, social science, literature, philosophy, statistics, English, and foreign languages. Letters of recommendation from faculty members may also be requested.

Practicum experience is required to help students clarify career goals and use opportunities to consult practitioners who have current information about the profession. Most schools require 100 to 200 hours of observation with optometrists. Practicum credit in the Department of Exercise and Movement Science is arranged through the Office of Academic Advising and Student Services, 164 Oregon Hall.

Applying for Admission. Applications to physical therapy programs are made during fall term a year in advance of expected enrollment. Most application deadlines are in early winter; selections are made in March, and April for the following fall. Application for WICHE certificates must be completed by October 15 of the year preceding admission.

Most schools of physical therapy do not accept students with grade point averages below 3.0. Moreover, recent competition for admission has caused the mean grade point average for accepted students to rise above this level.

Currently, the only physical therapy program in the state of Oregon is a master's degree program at Pacific University. In addition to the subjects named earlier, this program requires one computer science course and 8 credits in organic chemistry.

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

Telephone: (503) 346-3211
Marilyn 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 Podiatric Association, 20 Cherry Chase Circle NW, Washington DC 20015.
The California College of Podiatric Medicine participates in the WICHE programs; telephone (800) 334-2276.

**LAW, PREPARATORY**

164 Oregon Hall
Telephone (503) 436-3211
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 prescribe a specific prelegal curriculum. Law schools suggest that prospective students choose majors that provide education in broad cultural fields, which enrich 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)
- Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202)
- United States (HIST 220, 221)
- Introduction to Accounting I (ACCT 211), Introduction to Accounting II (ACCT 212)
- Critical Reasoning (PHIL 139), Social and Political Philosophy (PHIL 307, 308), Law and Society (PHIL 446)
- English (HIST 231, 321, 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 office, 164 Oregon Hall.

The School of Law admissions office and the University Counseling Center's Testing Office, 258 Student Health Center (1530 East 13th Avenue), completed forms 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, 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 Official Guide to U.S. Law Schools, available at the Office of Academic Advising and Student Services, the School of Law's 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 University of Oregon School of Law.

Staff members in the Office of Academic Advising and Student Services supply the prelaw information area with catalogs, 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 the WICHE contract with six western graduate programs at the universities of Arkansas, Hawaii, Maryland, Washington, California, Berkeley, California, Los Angeles, and at San Jose State University. See the WICHE Programs in the Health Sciences, Preparatory section of this bulletin for the WICHE certification procedure.

The Office of Academic Advising and Student Services, 164 Oregon Hall, has catalog information on the WICHE schools.

**MASTER OF BUSINESS ADMINISTRATION, PREPARATORY**

164 Oregon Hall
Telephone (503) 436-3211
Jack W. Bennett, Head Adviser

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 Lundquist College of Business and then enter a master's degree program. Some schools permit transfer credit earned in undergraduate coursework 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 Lundquist College of Business 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 coursework in calculus, computer programming, and economics and communication skills through coursework in business English, scientific and technical writing, advanced composition, and literature. 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 seek for 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 schools are also interested in a student's extracurricular activities, internships, and part-time, summer, or overseas experience.

The Office of Academic Advising and Student Services has a pre-M.B.A. information area with catalogs, recent literature on the profession, and information and assistance on admission tests and procedures. Informational workshops for students interested in earning an M.B.A. are scheduled fall and spring terms in 164 Oregon Hall.

See the Graduate School of Management section of this bulletin for information on Oregon University of M.B.A. degree programs.

**SOCIAL WORK, PREPARATORY**

164 Oregon Hall
Telephone (503) 436-3211
Bob Fletcher, Head Adviser

Graduate programs in social work usually require a bachelor's degree but not a specific major or particular course work for admission. The best preparation begins with broad exposure to the social and behavioral sciences and an understanding of the behavior of individuals, groups, and social institutions. University students recently admitted to professional programs in social work have found majors in anthropology, political science, psychology, and sociology especially useful in providing the foundation for graduate study in social work.

Courses in foreign languages, oral and written communication, management, ethnic studies, and computer science are also valuable. Professional social workers not only provide direct service to clients in a wide variety of settings but also become administrators, supervisors, and consultants.

Practical experience in service-related activities or employment can help the prospective social worker understand the opportunities, dimensions, and responsibilities of the profession.

The Office of Academic Advising and Student Services, 164 Oregon Hall, houses a catalog library of graduate programs in social work. The application process generally begins very early in the senior year or even before.
SPECIAL STUDIES

Most tenured faculty members are listed under academic departments and programs within sponsoring colleges or schools. The following people are assigned to administrative units.

FACTOR


Emeriti


William J. Bowdman, professor emeritus; assistant athletic director emeritus. B.S., 1959, M.S., 1965, Oregon. (1948)


Betty F. McCaul, professor emerita. B.S., 1945, (California); M.S., 1948, Madison; Ph.D., 1950, Iowa. (1950)

Marian H. Miller, professor emerita; assistant university physician emerita. B.A., 1925, M.D., 1953, Oregon. (1953)

Myra Miller, associate professor emerita. B.A., 1947, Washington (Seattle); diploma, 1939, New York School of Social Work. (1967)

Corrine Morgan, associate professor emerita. B.A., 1948, Northern Colorado; M.S., 1956, Washington (Seattle); Ph.D., 1966, Iowa. (1959)

Jesse L. Pullen, professor emerita. B.S., 1951, M.S., 1957, Oregon. (1947)


Norma J. Ritchie, professor emerita. B.S., 1933, M.S., 1936, Oregon. (1950)


Frances VanVoorhis, assistant professor emerita of home economics. B.S., 1932, Minnesota; M.S., 1949, Iowa State. (1944)

Margaret J. Wire, associate professor emerita of home economics. B.S., 1941, Iowa State; M.A., 1948, Iowa. (1947)


The data in parentheses are the last year of the University of Oregon.

In addition to the curriculum described in the university's academic units, additional courses are available in the areas listed below.

HUMAN DEVELOPMENT COURSES (HDEV)

225 Nutrition (3) The relationship of food to health with emphasis on the young adult. Introduction to nutrients, their functions, sources, and requirements. Current dietary trends and their implications for health. 403 Reading and Conference (Topic) (1-6R) 407 Seminar (1-6R) 409 Practical (1-6R) 410/510 Experimental Courses (Topic) (1-5R) 605 Reading and Conference (Topic) (1-6R) 609 Practical (Topic) (1-6R) 610 Experimental Course (Topic) (1-6R)

ACADEMIC LEARNING SERVICES

68 Prince Lucien Campbell Hall
Telephone (503) 346-2326
Susan Lesky, 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. Prerequisite: instructor's consent.

Special Studies: (Topic) (1-5R) Each topic R twice for maximum of 6 credits.

Special Studies: (Topic) (1-5R)

408/508 Workshop (1-4R) R for maximum of 6 credits. 506 Workshop (1-4R) 509 Supervised Tutoring (1-4R) R for maximum of 6 credits. 509 Workshop (1-4R) 609 Supervised Tutoring (1-4R) R for maximum of 6 credits. The maximum of 6 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 Air Force upon graduation may join the Air Force Reserve Officers Training

ACADEMIC LEARNING SERVICES

68 Prince Lucien Campbell Hall
Telephone (503) 346-2326
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AIR FORCE ROTC

Students interested in obtaining an officer's commission in the Air Force upon graduation may join the Air Force Reserve Officers Training
Corps (ROTC) program offered through the Department of Air Force Studies at Oregon State University. Undergraduate credits earned in this program may be transferred to the UO as elective credits. Students may complete a degree in any field while in the program. There is no cost to the student (all tuition, fees, textbooks, and a monthly tax-free stipend of $150 a month for the duration of the scholarship). The four- and four-year scholarships are awarded to high school seniors, two- and three-year scholarships are available to college freshmen and sophomores and to juniors in five-year majors. High school students interested in applying should consult their school counselors or call the air force studies department at the end of the junior year or early in the senior year. Other students may obtain information from the air force studies department.

Special Scholarships. Special scholarship opportunities are available to students majoring in nursing, mathematics, physics (subject to change) and to members of minority groups in all majors. Each scholarship pays tuition, fees, textbooks, and a monthly tax-free stipend of $150. More information is available from the air force studies department.

Professional Officer Course Scholarships. Air Force ROTC cadets who are not awarded merit or special scholarships may qualify for $2,000 a year toward books and tuition in the junior and senior years.

For more information about Air Force ROTC opportunities and details about scholarships, write or call the Air Force ROTC Detachment, 368

McAlexander Fieldhouse, Oregon State University, Corvallis OR 97331-4902; telephone (503) 737-3291.

ARMY ROTC
See Military Science

LABOR EDUCATION AND RESEARCH CENTER
1675 Agate Street
Phone (503) 346-5054
Margaret J. Hallock, Director

FACULTY

Steven Deutsch, professor. See Sociology

Emeritus
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

ABOUT THE CENTER

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 and the state system of higher education. Research and educational programs provide a catalyst for communication 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 week-long 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 work force. LERC publishes a regular monograph series and occasional working papers.

A workplace 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 2nd Avenue in Portland; telephone (503) 725-3058.

LERC is a member of the University and 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, 1299 University of Oregon, Eugene OR 97403-1289.

LABOR EDUCATION AND RESEARCH CENTER COURSES (LERC)

401 Research: [Topic] (1-21R)
405 Reading and Conference: [Topic] (1-21R)
406 Supervised Field Study: [Topic] (1-21R)

Supervised activity related to areas such as labor education, local union administration, and job safety and health.

407/507 Seminar: [Topic] (1-8R) Only a few seminars can be offered each year. Recent topics are Arbitration, Contemporary Labor Problems, Occupational Safety and Health Issues, The Role of Unions in the U.S., Selected Issues in Public Employment Relations, Unions and Workforce Development, and Workers' Compensation.

408/508 Workshop: [Topic] (1-21R)
410/510 Experimental Course: [Topic] (1-5R)

Topics include Bargaining Simulations, Techniques of Labor Education, and Unions and Technology.
LIBRARY COURSES (LIB)

101 Introduction to the Library (1) Introduction to using the fundamental resources of a library: its catalogs, periodical indexes, electronic resources, 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 catalogs and subject headings, indexes, abstracts, encyclopedias, electronic resources, and bibliographies. Not offered 1995-96.

199 Special Studies: [Topic] (1–5R) Introduction to general library resources and to subject-related library resources. When topic changes.


240 Legal Research (3) Attempts to provide a basic understanding of the legal system and process. Introduction to legal research tools and use of the Kenneth Lucas Fenton Memorial Law Library.

405 Reading and Conference: [Topic] (1–21R)

410/510 Experimental Course: [Topic] (1–5R)

199 Special Studies: [Topic] (1–16R) P/N only
605 Reading and Conference: [Topic] (1–16R)
606 Supervised Field Studies (1–16R)
608 Workshop: [Topic] (1–16R)

LIBRARY

Office of the Librarian
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.

MILITARY SCIENCE

1679 Agate Street
Telephone (503) 346-3102
Javan B. Ridge Jr., Department Head

COURTESY FACULTY


Special Staff

Curtis Ferrell, courtesy instructor, primary drill instructor, master sergeant, U.S. Army, (1994)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

ABOUT THE DEPARTMENT

The Department of Military Science is an instructional division that reports to the vice provost for academic affairs. 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 opportunities to learn and practice leadership styles, dimensions, and techniques
2. Provide an understanding of the historical role of the army and how that role supports the goals and objectives of national policy
3. Develop and improve communication skills using practical oral and written exercises
4. Develop an understanding of the professional military ethic
5. Provide general knowledge of the structure of the army, its organization, and how its various components work together.

Lower Division: Lower division (100- and 200-level) courses are one or 2 credits each. They provide the basic framework of knowledge and emphasize basic military terms, leadership, organization, and military history. Students write one or two papers during the academic year.

Upper Division: Upper-division (300- and 400-level) courses are primarily 3 credits each. They provide the advanced leadership, communication, ethics, and tactical education to prepare the student to become a commissioned officer in the U.S. Army. Students complete one written project each term.

Extracurricular Activities

The department supports a variety of events including ranger challenge (club sport), rifle and pistol teams, color guard, and rock climbing and rappelling exercises.

MILITARY SCIENCE COURSES (MIL)

121, 122, 123 Military Science I (2,2,2) 121: military organization and the impact it has on social and political events; 122: military history and basic map reading; 123: basic principles of leadership including motivation, ethics, communication, and teamwork.

191 Leadership Laboratory (1R) Learning laboratory for practical experience. Assesses cadet leadership potential, physical fitness. One field training exercise a term. Prereq: enrolled in military science. R twice for a maximum of 3 credits.

199 Special Studies: [Topic] (1-5R)

221, 222, 223 Military Science II (2,2,2) 221: military structure, organization, and administration. Introduction to sixteen leadership dimensions; 222: the role of the U.S. military in war and in national policy; 223: applied small-unit leadership, tactics, and military first aid: basic life-saving techniques; how to operate in the field.

321, 322, 323 Military Science III (3,3,3) 321: applied leadership techniques and principles to develop a leadership style; 322: applied small-unit tactics, leadership, and land navigation to develop field skills; 323: practical and applied leadership techniques; historical solutions to problems in leadership.

405 Reading and Conference: [Topic] (1-3R)

410 Experimental Course: [Topic] (1-4R)

411, 412, 413 Military Science IV (3,3,3) 411: army training management program; principles of military instruction, and officer evaluations; 412: military justice system and law of warfare, army logistics and supply operations at the battalion level; 413: ethical roles of officers in the military. Transition to officerhood as army second lieutenants.

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 general education group requirements for a bachelor's degree.

The army sponsors two-, 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 the Department of Military Science, 1297 University of Oregon, Eugene OR 97403-1297; telephone (503) 346-3102.

OVERSEAS STUDY

Office of International Education and Exchange

330 Oregon Hall
Telephone (503) 346-3306
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 subject code below is unique to a single overseas study program, the X88 numbers signify overseas study courses. As in other UO courses, course level is indicated by the first digit in the course number:

1 = freshman
2 = sophomore
3 = junior
4 = senior
5 = graduate

Participating students register in courses with the subject codes, number 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.

NCAS is the Northwest Council at Study Abroad. CIEE is the Council on International Educational Exchange. ACTR is the American Council of Teachers of Russian.

See also International Education and Exchange in the Campus and Community Resources section of this bulletin.

OVERSEAS STUDY COURSES

Australia

OCL 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

OBE 188, 288, 388, 488, 688 Overseas Studies: Beijing, Central Institute for Nationalities (1-12R)

The Czech Republic

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

OBRI 188, 288, 388, 488, 688 Overseas Studies: London (1-12R)
OLON 188, 288, 388, 488 Overseas Studies: London, NCAS Program (1-12R)
OQEA 188, 288, 388, 488, 688 Overseas Studies: Norwich, University of East Anglia (1-12R)

Finland

OTAM 188, 288, 388, 488 Overseas Studies: Tampere, University of Tampere (1-12R)

France

OAV 188, 288, 388, 488 Overseas Studies: Avignon, NCAS Program (1-12R)
OZY 188, 288, 388, 488, 688 Overseas Studies: Lyon, Universities in Lyon (LILII and Catholic Faculties) (1-12R)
OPOI 188, 288, 388, 488, 688 Overseas Studies: Poitiers, University of Poitiers Universities in Lyon (1-12R)

Germany

OBWU 188, 288, 388, 488, 688 Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg (1-12R)
OCOL 188, 288, 388, 488 Overseas Studies: Cologne, NCSA Program (1-12R)
OSIP 188, 288, 388, 488 Overseas Studies: Baden-Württemberg, Spring Intensive Program (1-12R)

Hungary
OJAU 188, 288, 388, 488 Overseas Studies: Szeged, Jozsef Attila University (1-12R)

Indonesia
OMAL 188, 288, 388, 488 Overseas Studies: Malang, Institut Kegaman Dan Ilmu Pendidikan (CIFE) (1-12R)

Israel
OHU 188, 288, 388, 488 Overseas Studies: Jerusalem, Hebrew University of Jerusalem (1-12R)

Italy
OPAV 188, 288, 388, 488 Overseas Studies: Pavia, University of Pavia (1-12R)
OPER 188, 288, 388, 488 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, NCSA Program (1-12R)

Japan
OAGU 188, 288, 388, 488 Overseas Studies: Tokyo, Aoyama Gakuin University (1-12R)
OPBS 188, 288, 388, 488 Overseas Studies: Tokyo, CIFE Summer Japan Business and Society Program (1-12R)
OKEI 188, 288, 388, 488 Overseas Studies: Tokyo, Keio University (1-12R)
OMEI 188, 288, 388, 488 Overseas Studies: Tokyo, Meiji University (1-12R)
OWAS 188, 288, 388, 488 Overseas Studies: Tokyo, Waseda University (1-12R)

Korea
OYON 188, 288, 388, 488 Overseas Studies: Seoul, Yonsei University (1-12R)

Mexico
OQUE 188, 288, 388, 488 Overseas Studies: Queretaro, Summer Study in Mexico (1-12R)
OUAC 188, 288, 388, 488 Overseas Studies: Cholula, Universidad de las Americas (1-12R)

The Netherlands
ONIJ 188, 288, 388, 488 Overseas Studies: Breukelen, Netherlands School of Business (Nijmegen) (1-12R)

Norway
OBER 188, 288, 388, 488 Overseas Studies: Bergen, University of Bergen (1-12R)

Poland
OWAR 188, 288, 388, 488 Overseas Studies: Warsaw, Central Institute of Planning and Statistics (CIBE) (1-12R)

Russia
OACT 188, 288, 388, 488 Overseas Studies: American Council of Teachers of Russian (1-12R)
OSTP 188, 288, 388, 488 Overseas Studies: Russia (CIFE) (1-12R)

Scotland
OMAC 188, 288, 388, 488 Overseas Studies: Glasgow, University of Glasgow Charles Rennie Mackintosh School of Architecture (1-12R)
OUAB 188, 288, 388, 488 Overseas Studies: Aberdeen, University of Aberdeen (1-12R)

Spain
OSEV 188, 288, 388, 488 Overseas Studies: Seville, Study in Spain (1-12R)
OSVL 188, 288, 388, 488 Overseas Studies: Seville, University of Seville (CIBE) (1-12R)

Sweden
OUPP 188, 288, 388, 488 Overseas Studies: Upsala, Uppsala University (1-12R)

Thailand
OKU 188, 288, 388, 488 Overseas Studies: Khon Kaen, Khon Kaen University (CIFE) (1-12R)

Vietnam
OHAN 188, 288, 388, 488 Overseas Studies: Hanoi, Hanoi University (CIFE) (1-12R)

Experimental Programs
Africa
OXAF 188, 288, 388, 488 Overseas Experimental Program: Africa (1-12R)

Asia and Oceania
OXAO 188, 288, 388, 488 Overseas Experimental Program: Asia and Oceania (1-12R)

Europe
OXEU 188, 288, 388, 488 Overseas Experimental Program: Europe (1-12R)

Latin America
OXLA 188, 288, 388, 488 Overseas Experimental Program: Latin America (1-12R)

Middle East
OXME 188, 288, 388, 488 Overseas Experimental Program: Middle East (1-12R)

For more information, write or call the Associate Director, Overseas Study, Office of International Education and Exchange, 5209 University of Oregon, Eugene OR 97403-5209; telephone (503) 346-3237.

PHYSICAL ACTIVITY AND RECREATION SERVICES
181 Esslinger Hall
Telephone (503) 346-4105
Loris J. Younger, Director

FACULTY
James Blanchard, senior instructor (outdoor pursuits, B.S., 1967, M.S., 1979, Oregon, 1979)

PHYSICAL ACTIVITY AND RECREATION SERVICES

ABOUT PARS
Physical Activity and Recreation Services (PARS) enhances the lives of UO students and staff and faculty members by providing physical-activity programs and services that promote health and fitness, active recreation, and participation in sports. PARS comprises Physical Education, Recreation and Intramurals, and Equipment and Facilities Management Services.

Employment. Students who are interested in physical activity and sport are good candidates for the many part-time jobs generated by the large variety of programs and services offered by PARS and in the operation of facilities. Students may apply for any of the more than 120 positions as lifeguards, sports officials, office workers, weight-room supervisors, facility supervisors, and equipment-room attendants. Lifeguards must have current certification; training is provided for other positions.

PHYSICAL EDUCATION
The Physical Education (PE) program offers physical-activity courses for university students and faculty and staff members as well as members of the Eugene-Springfield community. PE courses emphasize the development of physical skills, improvement in physical-fitness levels, and the acquisition of knowledge that contribute to a healthy lifestyle.

More than 130 instruction courses are offered each term in a variety of activity areas—soccer, basketball, gymnastics, and individual activities, such as skiing, water activities, outdoor pursuits, racquet sports, running, team sports, weight training, and yoga. This ever-changing array of courses is taught by an international staff of faculty members, coaches, graduate teaching fellows, and contract employees who share their expertise and experiences.

PE enrolls more than 3,000 participants each term. Most classes meet two or three times a week for 1 credit. Several outdoor pursuit courses include three-day field trips in addition to off-campus sessions. Up to 12 credits in physical education may be applied to the bachelor's degree. Each term's offerings are listed in the schedule of classes. Students may register for credit-earning courses through DUCK CALL, which is explained in the Registration and Academic Policies section of this bulletin.

Students and members of the staff, faculty, and community are welcome and encouraged to enroll in physical education courses as noncredit participants. Noncredit participants pay only the PE course fee and register in person at the PE office at the start of DUCK CALL each term. Opportunities are also available for people who...
have disabilities or who need special accommodations in order to participate in physical education courses. More information is available from the PE office, 181 Esslinger Hall, telephone (503) 366-1105. The office is open from 8:00 A.M. to 5:00 P.M., Monday through Friday.

FEES
Fees for PE courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity (1 credit)</td>
<td>37</td>
</tr>
<tr>
<td>Activity (2 credits)</td>
<td>64</td>
</tr>
<tr>
<td>Aquatics (1 credit)</td>
<td>69</td>
</tr>
<tr>
<td>Activity (2 credits)</td>
<td>69</td>
</tr>
<tr>
<td>Outdoor-pursuits preparation (1 credit)</td>
<td>35</td>
</tr>
<tr>
<td>Outdoor-pursuits outing (1 credit)</td>
<td>44-49</td>
</tr>
<tr>
<td>Precalculus (1-3 credits)</td>
<td>10-37</td>
</tr>
</tbody>
</table>

Some courses require additional fees to pay for equipment, transportation, and certification. Fees and re-exam schedules are printed in each term’s schedule of classes.

RECREATION AND INTRAMURALS
Recreation and Intramural (RIM) programs provide opportunities for members of the university community to enjoy competitive sports and informal, relaxing recreational activities. These opportunities include all-campus tournaments, intramurals, and special events. Some of the most popular RIM activities are badminton, basketball, cross-country, flag football, fun runs, golf, indoor soccer, racquetball, softball, soccer, swimming, tennis, track and field, ultimate frisbee, volleyball, and wrestling.

Recreation Workouts. Recreation workouts provide high-quality and inexpensive exercise experiences without academic pressure. Activities include aerobics, weights and benches, low impact, and body sculpting.

Open Recreation. University sports facilities may be used for open recreation when they are not scheduled for class use. Students must show a current student identification card to use the facilities. A pass must be purchased to use the weight room during open recreation hours. Faculty, staff, and community members may purchase a union pass valid for single semester or for a full year. Passes are sold in the RIM office, 102 Esslinger Hall.

EQUIPMENT AND FACILITIES MANAGEMENT SERVICES
This component of Physical Activity and Recreation Services is responsible for maintaining and providing service to the men’s and women’s locker rooms. Staff members issue lockers, clothing, and towels to student, staff, faculty, and community users.

Facilities. University buildings and playing fields that are devoted to physical education activities occupy a forty-two acre tract at the southeast corner of the campus. Esslinger Hall houses gymnastics and court facilities, men’s and women’s locker rooms, and the main offices for Physical Activity and Recreation Services. The building also houses instruction and recreational needs of the university community. Gerlinger Hall holds the lane, Woodruff Gymnasium, and women’s and men’s locker rooms. Gerlinger Annex’s well-equipped gymnastics and dance studios are used for instruction and recreation.

Leighton Pool, a competition pool attached to Esslinger Hall, and Gerlinger Pool, in Gerlinger Hall, are used for instruction and recreation. Playing fields located east and south of Esslinger Hall and on the south bank of the Willamette River provide excellent facilities for outdoor instruction, intramural, and club sports. Raymond Field accommodates track-and-field facilities for intercollegiate athletics, classes, and recreational programs. There are six standard Clay tennis courts north of Raymond Field and nine covered courts east of Leighton Pool.

PHYSICAL EDUCATION COURSES
These courses are open to anyone. Most courses are coeducational. Gender-specific classes are indicated in the Notes column in the UO Schedule of Classes. Because not every course listed here can be offered every year, students should consult the most recent class schedule.

Aerobics (PEAE)

<table>
<thead>
<tr>
<th>Course</th>
<th>Topic</th>
<th>101-198</th>
<th>Aerobics (1-2R)</th>
<th>111: Stretch and Flex L 121: Body Sculpting</th>
<th>R once for maximum of 2 credits per activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>301-398</td>
<td>Gymnastic Activities (1-2R) 211: Juggling II 212: Juggling II 241: Trampoline I 242: Trampoline II</td>
<td>R once for maximum of 2 credits per activity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Studies</td>
<td>[Topic]</td>
<td>199</td>
<td>201-299</td>
<td>Martial Arts (1-2R) 211: Personal Fitness</td>
<td>R once for maximum of 2 credits per activity.</td>
</tr>
<tr>
<td>Special Studies</td>
<td>[Topic]</td>
<td>199</td>
<td>201-299</td>
<td>Multisport Activities (PEMS)</td>
<td>101-198</td>
</tr>
<tr>
<td>199 Special Studies</td>
<td>[Topic]</td>
<td>199</td>
<td>201-299</td>
<td>Multisport Activities (1-2R) 201-299: Multisport Activities (1-2R)</td>
<td>R once for maximum of 2 credits per activity.</td>
</tr>
</tbody>
</table>
Outdoor Pursuits—Land (PEOL)
399 Special Studies: [Topic] (1–2R)

Outdoor Pursuits—Water (PEOW)
101–198 Outdoor Pursuits—Water: [Topic] (1–2R) Beginning levels of outdoor pursuits—water activities. R once for maximum of 2 credits per activity.
199 Special Studies: [Topic] (1–2R)

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 Program Coordinator Miki Mace at (503) 346-3577.
School of
Architecture and Allied Arts

ABOUT THE SCHOOL
The School of Architecture and Allied Arts offers professional education in architecture, interior architecture, landscape architecture, and community planning and public policy as well as opportunities for study in the history, theory, administration, and practice of the visual arts. Approximately 9 percent of the students on the Eugene campus are enrolled in the school's architecture; art history; fine and applied arts; landscape architecture; and planning, public policy, and management departments and in programs in arts and administration, historic preservation, and interior architecture. A program in recreation, tourism, management, and design is being planned.

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 independent 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 advisors 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.

Undeclared 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.

The school is a member of the Cascadia Alliance, a group of schools of environmental design in the Cascadia Region of the Pacific Northwest that meet to develop joint programs and share specialized educational resources. Other members of the alliance include the Universities of British Columbia and Washington and Portland State University. The alliance publishes Cascadia Forum, which addresses important regional issues in environmental design.

FACILITIES
The School of Architecture and Allied Arts is housed principally in Lawrence Hall and Pacific Hall. Facilities include a branch of the UO Library, administrative and departmental offices, and most of the faculty offices and studio spaces. The north site, located north of the Mall, is an eight-building complex containing faculty offices, advanced studios in the arts, and environmental design research laboratories and workshops. Planning, public policy, and management is located in Hendricks Hall.

The Urban Architecture Center in Portland is maintained for students who participate in that program. Palladio Pio is the home of the Department of Architecture's summer program in Rome.

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, SCHOLARSHIP, 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, arts administration, 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. Faculty members in the school participate in a number of interdisciplinary research centers and institutes, including the Solar Energy Center, the Center for Housing Innovation, the Center for Asian and Pacific Studies, the Community Planning Workshop, the Institute for a Sustainable Environment, the Institute for Community Arts Studies, and the Institute of Recreation Research and Service.

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
- Development and significance of community-based arts programs
- Development of geographic information system software with land
SCHOOL OF ARCHITECTURE AND ALLIED ARTS

use planning, computer-modeling capabilities
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-silk 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 Sutro-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 natural landscape preservation
Settlement patterns of Oregon's Willamette Valley
Studies in Chinese art history
Studies in planning design and theory
Studies in visual continuity, motion graphics, and sequential imagery in film
Studies in 20th-century building materials, 1900-1990
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 clearing center for external relations, alumni contact, and fundraising for school programs and activities. It assists faculty members and graduate students in identifying funding sources and writing grant proposals. A bulletin of great opportunities is published twice a year, as is the School of Architecture and Allied Arts newsletter, Review.

The school is a member of the Architectural Research Centers Consortium (ARC), 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 Buildings Laboratory. The laboratory's facilities include a computer simulation laboratory, artificial sky, and boundary-layer wind tunnel. Research projects seek to understand the way buildings and their related transportation and land use systems determine energy use; develop new materials, components, assemblies, whole buildings, and communities with improved performance; and develop new computer software design tools that enable professionals to design more efficient communities and buildings. Laboratory members conduct a design-assistance program for architects, sponsored by utilities, which uses the artificial sky and computer simulations to recommend proposed building design changes.

Computer Graphics Studies. Various departments in the school offer courses in the emerging area of computer graphics, focusing on the capability of the computer to enhance our understanding of communication through the formation and manipulation of graphic symbols as well as on studies of the simultaneous display and representation of complex information. The architectural, 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.

Center for Housing Innovation

260 Onyx Bridge
Telephone (503) 346-0646
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 and Centers section of this bulletin.

Institute for a Sustainable Environment

130 Hendricks Hall
Telephone (503) 346-0675
John H. Baldwin, Director

The Institute for a Sustainable Environment explores issues related to the long-term sustainability of the earth's major environmental systems. The institute's programs draw from the natural sciences, social sciences, humanities, and professional fields to foster applied cross-disciplinary environmental research, education, and public service. The Institute offers students and members of the faculty and staff many opportunities for employment and program participation.

Institute for Community Arts Studies

251E Lawrence Hall
Telephone (503) 346-3639
Linda F. Ething, Director

In 1965 a founding gift from Lila A. Wallace established the Institute for Community Arts Studies as a research and public service organization in the School of Architecture and Allied Arts. The institute renewed its focus in 1995 in collaboration with the newly formed arts management master's degree in the Arts and Administration Program. The goal of the institute continues to be the promotion and implementation of research, professional education, and community service programs that cultivate a public understanding of the arts in a broad context. The institute draws its participating faculty from the Arts and Administration Program and its associates from UO museums and the School of Music.

Institute of Recreation Research and Service

The Institute of Recreation Research and Service promotes scholarly endeavors and community service by coordinating the diverse human, local, and physical resources of the Leisure Studies and Services Program. The institute encourages basic and applied research on the phenomenon of leisure and the delivery of programs and services that enhance opportunities in recreation and tourism. It publishes technical and research reports and monographs on topics in leisure, recreation, and tourism, and it contributes to community service through demonstration projects, referrals to consultants, and information dissemination.

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: [Topic] (1-2R)

198 Workshop: [Topic] (1-2R)

199 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-2R)

405 Reading and Conference: [Topic] (1-2R)

406 Special Problems: [Topic] (1-2R)

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-2R)

409 Supervised Tutoring (1-2R)

410/510 Experimental Course: [Topic] (1-5R)

440/540 Criticism in Art and Design (4) Presents theories, principles, and methods of art criticism. Faculty members from art history, fine and applied arts, architecture, and arts and administration analyze issues of criticism from various disciplinary perspectives.

605 Reading and Conference: [Topic] (1-16R)

606 Special Problems: [Topic] (1-16R)

608 Workshop: [Topic] (1-16R)
and supportive 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. Faculty members believe that the combined effort of expanding the curriculum and continually seeking new ways to learn from one another.

A central 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 collaborations with the faculty members in research investigations through independent-study courses.

Preparation. Architecture is an inclusive art, bringing together many different disciplines. Applicants 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 firsthand 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.

Off-Campus Study

Portland Urban Architecture Program. The department maintains studios, a classroom, and a library in Portland. These studios focus on urban topics, as do many of the support courses offered. Students may elect to spend from one to three terms in this program. At least one breadth course (one term each) and three core courses are available through Portland State University.

Portland Joint Program in Architecture. The University of Oregon and Portland State University offer a joint professional degree program in Portland. Through the preparatory program at Portland State University and the UO MArch (Option II) program, students can complete a four-plus-two professional degree in Portland. The UO urban architecture studio, the PSU preparatory program, and the joint program are housed in Stimson Hall, on the Portland State University campus. More information about this option is available in the department office.

Rome Program. The Department of Architecture's annual summer program in Rome includes studio and subject-area courses. Walking tours of Rome and field trips to nearby architectural sites complement the program. The program is housed in the historic center of Rome. Students live in apartments within a fifteen-minute walk of the facility.

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 or fourth 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 architects 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.

Registering for Overseas Courses. Students in the University of Oregon overseas study programs enroll in courses with subject codes in architecture. Students should secure their preferred courses before overseas study, and special course numbers are reserved for overseas study. See Overseas Study in the Special Studies section of this bulletin.

Summer Architecture Academy. The department's Summer Architecture Academy offers prospective students a chance to learn about the discipline 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) 364-1356 or by writing to the Summer Architecture Academy, Department of Architecture, 1206 University of Oregon, Eugene OR 97403-1206.

CURRICULUM FOR THE STUDY OF ARCHITECTURE

The professional curriculum in architecture has two principal objectives: (1) the promotion of broad inquiry into the integrative nature of environmental issues and design and (2) 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 undergraduate and graduate bulletin and in the department's Advising Handbook, which includes sample programs, grading policies, an explanation of how students' progress is monitored, and various 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 (BArch) or master of architecture (MArch) degree from the university, the following minimum course work must be taken in residence:

1. Design area: four terms of architectural design, including ARCH 485/385, 486/586
2. Architecture subject area: 30 credits
3. General electives: 18 upper-division credits selected from courses offered outside the School of Architecture and Allied Arts (BArch, only)

Leave of Absence

University Policy. Graduate students should see the Continuous Enrollment statement in the Graduate School section of this bulletin. Undergraduate students should consult the University of Oregon's office for continuation of enrollment and study abroad.

Departmental Policy. Both undergraduate and graduate students must 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. Returning students must notify the department at least one term prior to their expected date of return in order to be guaranteed access to a 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 terms, 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. Graduate students wanting a leave of absence must submit both a Graduate School leave-of-absence form and a Department of Architecture leave-of-absence form. Both forms are available in the architecture department office. Undergraduate students must submit a department leave-of-absence form; they must also submit a nonenrollment card to the Office of the Registrar.

Accreditation

Both the bachelor of architecture (BArch) and the master of architecture (MArch) first professional degree options II and III programs are accredited by the National Architectural Accrediting Board (NAAB).

Most states require that an individual intending to become an architect hold an accredited degree. Two types of degrees are accredited by the NAAB: (1) the bachelor of architecture, which requires a minimum of five years of study and (2) the master of architecture, which requires a minimum of three years of study following an unrelated bachelor's degree or two years following a related preprofessional bachelor's degree. These professional degrees are structured to educate those who aspire to registration and licensure as architects.

The four-year preprofessional degree, where offered, is not accredited by NAAB. The preprofessional degree is useful for those wanting a foundation in the field of architecture, as preparation for either continued education in a professional degree program, or for employment options in areas related to architecture.
UNDERGRADUATE STUDIES

The undergraduate five-year professional degree program leads to a bachelor of architecture (B.Arch.) degree. It is highly structured for the first two years and more flexible for the last three. This flexibility allows each student to establish a study sequence according to individual interests and needs, and to take advantage of the diverse opportunities in the profession. Transfer students should be aware that an accelerated program is normally possible only for students who transfer from an accredited architecture program.

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 the requirements for a liberal education. Besides the university general-education requirements for professional school majors, students must complete a required upper-division course work outside the major as part of the general-education requirement.

University General-Education Requirements: 42 credits. Group requirements in arts and letters, social science, and science (36 credits); the multicultural requirement (6 credits); college composition (6 credits). Architecture majors are required to take General Physics (PHYS 201, 207), which are science group-satisfying courses.

Major Program Requirements: 189 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 time.
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 admissions 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, and a P in pass-no-pass courses.

Course Requirements 34 credits

Introduction to Architecture (ARCH 201) ... 3
Design Arts (ARCH 207) ...................... 3
Courses in architectural subject areas ................................. 3
History of Western Architecture I (ARCH 311) .......................... 3
and one additional upper-division architectural history course from the
Department of Art History ........................................... 4
Building skills course ................................................ 4

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 -recognized baccalaureate 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 December 1 (see Application Deadlines in the Admission section of this bulletin). The deadline for completion of the departmental application is January 1. Applicants must meet both deadlines. Applications are reviewed and accepted only once each year. Students receive admission notices by April 1.

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, essays, recommendations, and a portfolio of creative work). Prospective applicants should write to Architecture Admissions, Department of Architecture, 1206 University of Oregon, Eugene OR 97403-1256.

Applications 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 scored at least three of the following four indices:

1. High school grade point average (GPA)—3.60
2. Verbal Scholastic Assessment Test (SAT) 530
3. Mathematical SAT 520
4. Total SAT 1,100

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 or university grade point average of 2.50 and meet the other criteria listed above for first-year applicants.

GRADUATE STUDIES

There are three programs of graduate study in the Department of Architecture: Options I, II, and III. In all three programs, students must take a minimum of 48 graduate credits, of which 30 must be in the major and 9 must be at the 600 level. These programs do not have a grade-point requirement. Additional requirements for each program are listed below.

The Option I program leads to the master of architecture (M.Arch.) as a postprofessional degree. Applicants must already have a professional degree in architecture. Students in this program write a master's thesis. The program can usually be completed in four or five years. Approximately ten new students are admitted into the program each year.

The Option II and III programs lead to the M.Arch. as a first professional degree. The Option II program, which can usually be completed in six terms, is for applicants who have a four-year nonprofessional degree in architecture or a related design discipline. Students in this program complete a mandatory terminal research project. The Option III program can usually be completed in ten terms, and applicants must have a B.S. or B.A. degree. Approximately fifteen new students are admitted into the Option II program and thirty-five into the Option III program each year.

Professional Degree Program Requirements

Option I students must complete the 6 credits of architectural design studio, 80 credits of professional subject-area courses described in the Professional Curriculum section below, and 6 credits in Seminar (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 in studio and 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. This preliminary evaluation of transfer credit is provisional, pending satisfactory completion of these terms in residence.

Option II students may transfer, up to 35 credits of design—excluding ARCH 585, 586—and up to 50 credits of subject-area courses. Option II students must complete a minimum of six terms and the following 81 credits in residence:

40 credits in architectural design studies
30 credits in professional subject-area courses including 9 credits in Seminar (ARCH 507 or 607) and 6 credits in Research (ARCH 601) and completion of a terminal research project
11 credits in ARCH electives

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
3. Energy-conscious design
4. Environment and behavior
5. Housing
6. Interior components and furniture
7. Lighting, light design, and color
8. Proxemic design and ergonomics
9. Urban design
10. 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 Admissions
Advisor, Department of Architecture, 1200 University of Oregon, Eugene OR 97403-1206. Applicants must submit Graduate School Examination (GRE) scores. Students with a first language is not English must also submit scores of at least 575 on the Test of English as a Foreign Language (TOEFL). Applications must be postmarked by January 1 for applicants to be considered for admission to the subsequent fall term, except for Option III students, who begin the program during summer session. Notifications of results are mailed by April 1. The Department of Architecture typically does not accept late applications, although they can be considered under exceptional circumstances; however, programs have deadlines, and applications must be submitted by January 1 for the fall term and August 1 for the spring term.

Graduation requirements for all graduate students in Oregon State University's Graduate School include a minimum of 60 quarter hours of graduate credits, a minimum cumulative grade point average of 3.0, and successful completion of a thesis or seminar paper. A student's final semester (or semester in which the student expects to graduate in the event of a delay beyond the regular time) is limited to a minimum of 575 on the Test of English as a Foreign Language (TOEFL). Graduate Admission (ARCH 483/583), a two-semester studio, is required for Option III students. Students enrolled in a graduate program must attend the university continuously (except summer) 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 graduates in various disciplines, including art, architecture, and the humanities. GTFs are competitive, and the number of positions available varies each year. Applicants must have completed a minimum of 12 graduate credits (30 undergraduate credits) in the field and complete courses about responding to place, human activity support, spatial ordering, structure, construction, and environmental control. Introduction to Architecture (ARCH 201) is required for admission to the graduate program. Students must also complete Introduction to Architecture (ARCH 483/583), a two-semester studio, for Option III students. Eighteen credits are required for Option III students.

Advanced Architectural Design Studios
Advanced Architectural Design Studio (ARCH 485/585), two-semester studio for all professional degree students.

Architectural Subjects: 80 credits
Architectural subject courses introduce and develop theory, knowledge, and skills in architecture and the 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.

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 their knowledge, skills, and critical thinking skills. 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 skills. Design credit can only be earned through participation in design studio. At least 64 credits must be applied to the 64-credit requirement. Introductory Architectural Design Studios
Introductory Architectural Design Studio (ARCH 181), 182, two-semester studio for undergraduate majors only.

Graduate Architectural Design: Option III (ARCH 681, 682), a two-semester studio for Option III graduate students only.

Intermediate Architectural Design Studios
Intermediate Architectural Design Studio (ARCH 281, 282), two-semester 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. Eighteen credits required for Option II students.

Advanced Architectural Design Studios
Advanced Architectural Design Studio (ARCH 485/585), two-semester studio for all professional-degree students.

Architectural Design: 64 credits
Architectural subject courses introduce and develop theory, knowledge, and skills in architecture and the 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 is required for all professional degree students. Fundamental courses introduce knowledge, concepts, and skills basic to further study in several subject areas. Breadth courses instill competence with knowledge, concepts, skills and methodologies representative of 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. Introductory studios have corequisite courses including seven technology courses, three design arts core courses, and architectural history—four courses for undergraduate and three courses for graduate students. In the following list, required courses are indicated by an asterisk (*) and breadth courses are indicated by an asterisk (²).

Architectural Design Skills
Architectural design requires proficiency in a range of skills and techniques. These include design process techniques in techniques of observation, analysis, synthesis, evaluation, and communication and design media skills in techniques of drawing, modeling, and computer applications. Subjects and courses in the architectural design subarea are:

Design Skills (ARCH 202)
Design Process, Methods, and Research
Strategies, processes, and techniques for design and design research. Principles of problem analysis and information gathering and organization, concept and form generation, and evaluation.

Research Methods (ARCH 411/511)
Structural Planning (ARCH 412/512)
Design Synthesis (ARCH 423/523)

Media for Design Development: Theory and application of visual media for design process. Principles and skills of diagramming, drawing, and model making to support design thinking and communication.

Introduction to Architectural Computer Graphics (ARCH 222)
Analysis through Recording of Historic Buildings (ARCH 421/521)
Computer Applications in Architecture (ARCH 422/522)

b. Media for Design Development (ARCH 423/523)

Advanced Design-Development Media (ARCH 424/524)

b. 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 content areas. Subjects and courses in this subfield draw upon knowledge in the field and include courses about responding to place, human activity support, spatial ordering, structure, construction, and environmental control.

Introduction to Architecture (ARCH 201)

History and Theory of Place: Response, The physical, cultural, and ecological context for architecture. Principles and skills for critical analysis of specific places and appropriate design responses.

Design Arts (ARCH 307)

Settlement Patterns (ARCH 431/531)

Settlement Patterns: Japanese Vernacular I (ARCH 452/552, 431/531)

 Vernacular Building (ARCH 434/534)

b. Theory of Urban Design I (ARCH 436/536)

b. Theory of Urban Design II (ARCH 437/537)

Climate Analysis for Design (ARCH 438/538)

b. Architectural Form and Urban Quality (ARCH 439/539)

Understanding Landscapes (LA 240)

Site Analysis (LA 561)

Contemporary American Landscape (LA 485/585)

History and Theory of Human Activity Support: Design implications of activities and relationships implied in 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)

b. Social and Behavioral Factors in Design (ARCH 443/543)

b. Housing in Society (ARCH 446/546)

Light and Color in the Environment (ARCH 447/547)

b. Architectural Programming (ARCH 449/549)

Furniture and Accessories (ARCH 444/544)

Color Theory and Application for the Built Environment (ARCH 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...
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ideas and principles through which building elements are given order and meaning.

Design Arts (ARCH 407)

b Spatial Composition and Dynamics (ARCH 456/556)

b Types and Typology (ARCH 458/558)

History and Theory of Structure. 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.

Building Skills (ARCH 270)

r Structural Behavior (ARCH 461/561)

r Wood and Steel Building Systems (ARCH 462/562)

r Reinforced Concrete Building Systems (ARCH 463/563)

Advanced Reinforced Concrete Systems (ARCH 465/565)

Advanced Structures (ARCH 458/558)

High-Rise and Long-Span Systems (ARCH 466/566)

Structure System I (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. Materials and construction processes, their influence on decisions in design, and their impact on the form and expression of the built environment.

Building Skills (ARCH 270)

r Building Enclosure (ARCH 471/571)

Materials and Processes of Construction (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)

Architectural Working Drawings (ARCH 478/578)

Materials of Interior Design I (ARCH 471/571, 472/572)

Materials of Interior Design II (ARCH 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.

Building Skills (ARCH 270)

r Environmental Control Systems I (ARCH 491/591)

r Environmental Control Systems II (ARCH 492/592)

Solar Heating (ARCH 493/593)

Passive Cooling (ARCH 494/594)

Daylighting (ARCH 495/595)

Ilectric Lighting (ARCH 496/596)

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 410/510)

b Context of the Architectural Profession (ARCH 417/517)

Building Design Regulation (ARCH 418/518)

Context of the Interior Architecture Profession (ARCH 419/519)

Architectural History

The study of architecture and its evolution through time. Majors are expected to acquire an overview of architectural history, from prehistory to the present, augmented by in-depth knowledge of one or more periods.

b Three 300- or 500-level courses in architectural history taught by the Department of Art History. Undergraduate majors are required to take History of Western Architecture II or III (ARCH 314 or 315) as an arts and letters group-satisfying course; if both 314 and 315 are completed, only two 600-level architectural history courses are required.

Special Courses

In addition to permanently numbered courses, general courses (ARCH 196-199, 401-410, 503, 507, 508, 510, 601-610) may be offered and approved to satisfy subject or elective credit requirements. Independent study is limited to a total of 9 credits. A maximum of 12 credits may be taken from Research (ARCH 401, 402, 403), Reading and Conference (ARCH 404, 405), and Special Problems (ARCH 406, 406), 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 activity and performance courses).

ARCHITECTURE COURSES (ARCH)

181, 182 Introductory Architectural Design II (6, 6) P/N only. Design studio projects and exercises introducing fundamental concepts and considerations in environmental design. Teaches knowledge and skills needed in subsequent studio and professional courses. Sequence: Majors only.

196 Field Studies [Topic] (1-3R)

198 Workshop [Topic] (1-3R)

199 Special Studies [Topic] (1-3R)

201 Introduction to Architecture (4) Offers a structure of principles for making place for people. Examines places, design procedures, and the use of architectural principles in general. Open to nonmajors.

202 Design Skills (3) Introduction to basic design processes, methods, and media. Coreq: ARCH 181.

222 Introduction to Architectural Computer Graphics (4) Introduces basic skills and literacy with the Macintosh computer for architectural illustration, drafting, and design.

270 Building Skills (4) Introduction to the relationships between material properties, structural principles, construction process, and architectural form. Emphasizes wood and masonry systems.


292 Design Technology (3) Knowledge, concepts, and skills fundamental to structure, construction, and environmental control situations.


303 Design Arts (3) Knowledge, concepts, and skills fundamental to place response, human activity support, and spatial ordering. Prereq: ARCH 302, 302.

401 Research: [Topic] (1-6R) Majors only.

403 Thesis [1-6R] P/N only. Majors only.

405 Reading and Conference [Topic] (1-6R) Majors only.

406 Special Problems [Topic] (1-6R) Majors only.

416/416 Seminar [Topic] (1-6R) Majors only.

410/510 Workshop [Topic] (1-6R)

409 Practicum [Topic] (1-6R) P/N only.

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 design, design, and comprehensive evaluation of building design through consideration of related disciplines. Study of operations research techniques. Prereq: ARCH 411/511, 462/562, 463/563.

413/513 Professional Office Experience (3) Supervised work experience at selected professional firms for majors with comparable experience. Instructor-led discussion and review sessions. Written application required. Undergraduate prerequisite: ARCH 282; graduate prerequisite: 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 prerequisite: 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 prerequisite: ARCH 282.


422/522 Computer Applications in Architecture (3) Introduction to computer applications in architectural design, education, and practice, especially those related to design process and presentation. Undergraduate prereq: ARCH 201.


424/524 Advanced Design-Development Media: Topic (3R) Advanced instruction in specific media techniques for architectural analysis and design. Subject emphasis varies with instructor. Prereq: ARCH 422/522.

425/525 Design Synthesis (3) A structure of principles for the design of places for people (useful, linking, varied, variable, evocative, in spirit, and whole). Illustrated lectures, readings, discussions, and projects. Undergraduate prereq: ARCH 201.


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 LII (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 public buildings, houses, and settlements built in cultures worldwide. Emphasis on building types, construction, human use, and building process.


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.

439/529 Architectural Form and Urban Quality (3) Critical investigation of architecture as an act of design, accepting responsibility to create a civilized urban life. Living tradition, intentionality, manners and civility, "following a rule," and sense of detail.

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.

444/544 Housing in Society (3) History, theory, and practice of housing design with emphasis on social policy and understanding the architecture of housing. Undergraduate prereq: ARCH 282; graduate prereq: ARCH 582 or 683.


449/549 Architectural Programming (3) Theory and methods for uncovering and defining requirements for an architectural project including philosophical, sociological, organizational, 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 Design and Analysis: Theoretical introduction to theory of types and categories of 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.


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 code, case studies on historical and current earthquake loads. Prereq: ARCH 463/563.


473/573 Design Integration and Communication (3) Materials, structure systems, building elements produced by historical technologies and tools studied in terms of their evolution; chronological and stylistic context; deterioration and repair.

474/574 Preservation and Restoration Technology (3) Materials, structure systems, building elements produced by historical technologies and tools studied in terms of their evolution; chronological and stylistic context; deterioration and repair.


476/576 Design Integration and Communication Lecture 2 (3R) Only. Study of the works of a significant architect, relating them to common themes and issues. Coreq: ARCH 473/573.


484/584 Architectural Design (6R) Prn 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 252; graduate prereq: ARCH 682 or 683.

485/585, 486/586 Advanced Architectural Design LII (8R) Prn only. In-depth work on complex design projects and design development beyond that normally possible in intermediate studio work. Undergraduate prereq: 24 credits in ARCH 484; graduate prereq: 36 credits in ARCH 584.

491/591, 492/592 Environmental Control Systems III (1,4) Influence of energy source, climate, heating, cooling, lighting, acoustics, and water and ventilation systems on design of buildings and sites. 491/591: architectural and mechanical means to manipulate thermal environment. 492/592: implications of lighting, acoustics, and
ART HISTORY

237C Lawrence Hall
Telephone (603) 346-3675
Kathleen D. Nicholson, 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. Hawk, architecture
Kenneth J. Helpand, landscape architecture

ABOUT THE DEPARTMENT

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 majors and graduate students special seminars on critical methodology.

Preparation. Students expecting to transfer to the art history program from two-year colleges should include in their program the equivalent of the History of Western Art: Art in the 20th Century (ARCH 204, 205, 206) and two years of an approved foreign language (see General Requirements in the catalog). They should also complete as many of the university general education requirements as possible.

Careers. The undergraduate program in art history leads to opportunities in the business world, art museums, and galleries. Students with graduate degrees in art history are also eligible for opportunities in teaching at all levels. The department provides career advising, information on career, internship, and fellowship opportunities; and regularly updated information on graduate programs.

Financial Assistance

For undergraduate and graduate students in art history, the department offers a number of scholarships and teaching and research fellowships, including the Mrs. and Mrs. Eric G. Clarke Scholarship in Oriental Art and the university's graduate 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 Mariam Dean Ross Endowment in Architectural History.

UNDERGRADUATE STUDIES

The major program combines art historical study with liberal arts 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 basis for critical judgment of individual works. The department offers courses in the following seven areas or traditions: ancient (Greek and Roman), medieval, Renaissance-baroque, modern (including American), East Asian (Chinese and Japanese), other non-Western, and architectural history.

Major Requirements

Art history majors must complete 88 credits of coursework, including 52 credits in art history courses. Majors are strongly encouraged to structure their programs in consultation with their departmental advisors. Majors should meet with their advisors every term in order to discuss progress toward the degree; they must consult with their advisors at least once each year, preferably at the beginning of the fall term.

Majors are required to take all art history courses for letter grades and pass them with grades of C- or better. Nonmajors, subject to general university requirements, may take any department course either for a letter grade or pass/no pass (P/N).

General Requirements

52 credits

Studio art (e.g., drawing, painting, sculpture, graphic design, ceramics) 18

Two years of a foreign language approved by the department (e.g., French, German, Italian, Chinese, Japanese) 24

Electives in related areas (e.g., history, philosophy, literature, or other advanced language) 8

Lower-division art history surveys 15
Majors specializing in Western art history take the introductory sequence History of Western Art I; II, III (ARH 204, 205, 206) and at least one course from the introductory sequence in Asian art (ARH 207, 208, 209).

Majors specializing in Asian art history take History of Indian Art (ARH 207), History of Chinese Art (ARH 208), History of Japanese Art (ARH 209), and one course from the introductory sequence in Western art (ARH 204, 205, 206).

**Advanced Requirements**

36 credits

- Critical Approaches to Art Historical Study (ARH 300) .................................................. 4

- Eight courses—two in each of the following six areas or traditions: ancient, medieval, Renaissance-baroque, modern, East Asian, and other non-Western ........................................ 32

Four of these eight courses must be at the 400 level. Students with an interest in the history of architecture may fulfill their four areas with appropriate 400-level courses in architectural history.

Students who want to pursue graduate study in art history are encouraged to take more than two courses in areas of particular interest.

Detailed descriptions of art history major requirements are available from the department office.

**Minor Requirements**

Students wishing to minor in art history must file an application form with the department, consult with the faculty adviser for their minor options, and maintain a current academic record in the Department of Art History office.

The art history minor is offered in three options.

**Western Art Option**

25 credits

- History of Western Art I, II, III (ARH 204, 205, 206) .................................................. 12

- Four upper-division art history courses selected from the ancient, medieval, Renaissance-baroque, or modern areas ........................................ 16

**Asian or Other Non-Western Art Option**

28 credits

- History of Indian Art (ARH 207) .................................................. 4

- History of Chinese Art (ARH 208) .................................................. 4

- History of Japanese Art (ARH 209) .................................................. 4

- Four upper-division art history courses selected from the Asian or other non-Western areas ........................................ 16

**Architectural History Option**

24 credits

- History of Western Architecture I, II (ARH 314, 315) .................................................. 8

- One course selected from the History of Western Architecture II, III (ARH 204, 205, 206) or History of Indian Art (ARH 207) or History of Chinese Art (ARH 208) or History of Japanese Art (ARH 209) .................................................. 4

- Four upper-division courses in architectural history .................................................. 12

Four of the upper-division electives in architectural history, no more than two may come from the History of Interior Architecture II, III (ARH 474, 475, 478) or the History of Landscape Architecture II, III (ARH 477, 478, 479).

**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 architectural history, ancient, medieval, Renaissance-baroque, modern, and Asian art. The department's M.A. degree program is the only one of its kind in Oregon and is uncommon in the Western United States. It is tailored to meet the needs and objectives of two kinds of students: (1) those interested 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.

Applications to the graduate program are considered once a year in late winter and early spring. For the 1996-97 academic year, applications and supporting documents, including Graduate Record Examinations scores, must be received by February 15, 1996.

**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 study in art history. Entering graduate students are required to complete Bibliography and Methods (ARH 611) for a letter grade. Graduate students emphasizing Western art must take at least 3 or 4 graduate credits in each of the main areas of study: 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 select one of these programs no later than the end of the second term of 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.

**Thesis Option.** The thesis option is intended for students who want to specialize or who plan to continue in a doctoral program. Thesis-option students must complete at least 9 to 12 credits in graduate research seminars. They must also earn 9 credits in theses (ARH 612) in the presentation of a written thesis. Candidates conduct their programs by publicly presenting the results of their research. More detailed information is available from the Department of Art History.

**Examination Option.** The comprehensive-examination option is intended for students who want to undertake a more general and broadly based course of study rather than continuing in a doctoral program. These students are expected to emphasize either Western or Asian art. Their programs should be based on one of the following models:

**Western Art Examination Option**

48 credits

- Seven courses in Western art—at least one in each of the following areas: ancient, medieval, Renaissance-baroque, and modern (including American) .................................................. 28

- Two courses in Asian or other non-Western art 8

- Bibliography and Methods (ARH 611) .................................................. 4

**Asian Art Examination Option**

48 credits

- Five courses in an Asian or other non-Western area of emphasis ........................................ 20

- Two courses in Asian or other non-Western secondary area ........................................ 8

**Museology (ARH 511) and Reading and Conference (ARH 695) .................................. 8

- Western art (one or two areas) .................................................. 8

**Bibliography and Methods (ARH 611) .................................................. 4

**Doctor of Philosophy Requirements**

Students are not usually admitted to the Ph.D. program unless they have successfully completed a master’s degree in art history or a closely related field. Course work for the degree consists of 48 post-M.A. credits, selected with the advice and consent of the student’s adviser.

**Foreign-Language Requirement.** Students in Western art history must meet the foreign-language requirement by passing examinations in both French and German. Proficiency in one of the two languages must be demonstrated no later than the end of the first year. Either by successfully passing the department’s oral-language examination or the GSFLT by the second year of study, the student is eligible for a graduate research fellowship (GTF) until the foreign-language requirement is met.

Students in Asian art must demonstrate proficiency in either Chinese or Japanese language, depending on their field of study. They must also pass a reading examination in an appropriate European language and commence study of a second foreign language if it is germane to the course of study.

**Advance to Candidacy.** Students are officially advanced to candidacy in the Ph.D. program upon completion of comprehensive examinations in three areas of 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 examinations should be taken before completion of the 48 credits beyond the M.A. More information is available from the Department of Art History.

ART HISTORY COURSES (ARH)

199 Special Studies [Topic] (1-5R)
204, 205, 206 History of Western Art I, II, III (4, 4, 4) 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, Lachman.
208 History of Chinese Art (4) 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.
209 History of Japanese Art (4) 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. Bogel, Lachman.
314, 315 History of Western Architecture I, II (4, 4) Survey of architectural developments in the West from prehistoric to the present. 314: prehistoric through Gothic. 315: Renaissance to the present. Morrow, Roth, Sundt.
322 Art of Ancient Greece (4) Introduction to major traditions, functions, and styles of Greek art from the Bronze Age through the Archaic to the Classical and Hellenistic periods. Hurwit.
323 Art of Ancient Rome (4) Introduction to major traditions, functions, and styles of the art of ancient Italy and the Roman Empire, from the Etruscans through the Roman Republic to the art of Constantin the Great. Hurwit.
324 Art and Politics in the Ancient World (4) Use of art and architecture by leading figures and states to shape and express the political environment and ideologies of the ancient world. Propaganda art from Egypt to Rome. Hurwit.
341 Italian Art 1400-1560 (4) Painting and sculpture of the Renaissance and mannerist periods analyzed in terms of style, iconography, theory, patronage, and social context. Acros.
342 Italian Art 1560-1700 (4) Italian and Spanish art of the late 16th and the 17th centuries. Focus on Caravaggio, Tintoretto, Bernini, Velazquez, other leading artists. Acros.
343 European Renaissance Art (4) Painting and graphic arts are in use throughout Europe, Germany, and France in the 15th and 16th centuries. Van Eyck, Dürer, Holbein, other leading artists. Acros.
351 19th-Century Art (4) Introduction to artistic movements in Europe from 1790 to the 1860s including neoclassicism, romanticism, realism, and impressionism. Nicholson, Simmons.
352 20th-Century Art (4) Introduction to artistic movements in painting, sculpture, and graphics from postimpressionism to the present. Nicholson, Simmons.
361 Nomadic Art of Eurasia (4) Art of the Scytho-Siberian nomads and its relation to the art of Greece, the ancient Near East, and China. 7th to 2nd centuries B.C. Jacobson.
391/392 Art of the Pacific Islands I, II (4, 4) Art and architecture of the Pacific Islands considered in terms of style and as vehicles of social and religious expression. 391: Melanesia. 392: Polynesia and Micronesia. Sundt.
399 Special Studies [Topic] (1-5R) Departmental offerings vary from year to year and reflect the interests of faculty members.
401 Research [Topic] (1-5R)
405 Reading and Conference [Topic] (1-5R)
406 Field Studies [Topic] (1-5R)
407/507 Seminar [Topic] (1-5R)
408/508 Workshop [Topic] (1-5R)
409 Practicum [Topic] (1-5R)
410/510 Experimental Course [Topic] (1-5R) Departmental offerings vary from year to year and reflect the interests of faculty members.
411/511 Methodology [Topic] (1-5R) Techniques and methods in the operation of art research. Prereq: Instructor’s consent.
422/522 Aegean Art (4) Major artistic traditions of the Aegean Bronze Age: Minoan, Theraan, and Mycenaean. Topics include the function and meaning of palatial festivities, development of vase painting, and Mycenaean iconography. Prereq: ARH 204 or 322 or Instructor’s consent. Hurwit.
423/523 Archaic Greek Art (4) Development of Greek art in the Geometric and Archaic periods 900–800 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.
424/524 Classical Greek Art (4) Greek art in the 5th and 4th centuries B.C. Emphasizes major artistic programs of Olympia and Athens and classical attitudes toward the representation of the human form. Prereq: ARH 204 or 322 or instructor’s consent. Hurwit.
428/528 Roman Art (3) Architecture and building techniques during the republic and imperial periods. Prereq: ARH 204 or 314 or instructor’s consent. Sundt.
432/532 Romanesque Sculpture (4) Development and function of monumental sculpture in the 11th and 12th centuries. Focuses primarily on various regions of France with some attention to Spain, Italy, and England. Prereq: ARH 205 or instructor’s consent. Dolezal.
433/533 Gothic Sculpture (4) Examination of European sculpture, ca. 1140 to ca. 1450. Emphasizes the function of sculpture in various contexts and the changing role of the patron and artist in its production. Prereq: ARH 205 or instructor’s consent. Dolezal.
441/541 Renaissance and Baroque Problems [Topic] (1-5R) In-depth examination of careers of major artists or issues relevant to art of the period. Topics vary. Prereq: ARH 341 or 342 or 343 or 344 or instructor’s consent. R twice when topic changes for maximum of 6 credits. Acros, Morrogh.
448/548 Renaissance Architecture (3) Examination of the significant developments in architecture in Italy and the rest of Europe, 1400–
ABOUT THE PROGRAM

The Arts and Administration Program—the only one of its kind in the Pacific Northwest—combines knowledge in the visual and performing arts with social, cultural, managerial, and educational concerns pertinent to administering both nonprofit and for-profit arts organizations, institutions, and programs. A field of specialization is arts management. It is a multidisciplinary field, dedicated to increasing opportunities in arts and culture for individuals and society. A growing group of scholars critically examines issues in the arts and society from community to international-polarity levels. Study of these issues is vital to effective arts management for cultural preservation and advancement in the United States and abroad.

The program offers an undergraduate minor in community arts and master of arts (M.A.) or master of science (M.S.) degrees in arts management.

UNDERGRADUATE STUDIES

Undergraduate courses, which include several that are approved for the arts and letters group, are listed under group requirements in the Registration and Academic Policies section of this bulletin. Other courses offered by the arts and administration faculty that are appropriate for undergraduates, particularly students in the School of Architecture and Allied Arts, are Children's Art Laboratory (AAD 425), Art in Society (AAD 450), Art and Community Service (AAD 451), Women and Their Art (AAD 472), and Art and Therapeutic Strategies (AAD 470).

Minor Requirements

The Arts and Administration Program oversees the community arts minor, which requires 30 credits, distributed as follows:

- 10 credits from the Arts and Visual Literacy (AAD 250)
- 4 credits from Art and Gender (AAD 252)
- 6 credits from Art in Society (AAD 680)
- 4 credits from Art and Community Service (AAD 451)
- 10 credits from approved upper-division electives

At least 6 elective credits must be in AAD courses. All credits must be earned in graded courses taken at the University of Oregon. Grades of C+ or better must be earned in all letter-graded courses.

GRADUATE STUDIES

The design of the master’s degree program in arts management is based on the underlying belief that professional arts managers must be familiar with the social, cultural, and ethical contexts of the arts in general. The program’s objectives are to:

1. Prepare students for professional leadership positions in various international, national, and regional public and private arts organizations including museums and galleries, community nonprofit organizations, and private settings such as arts foundations.
2. Provide professional experience in regional arts agencies by incorporating a field-based internship component that enhances students’ abilities to move into professional positions in arts organizations.
3. Facilitate the development of individual research projects that contribute to the body of knowledge on the theory and practice of arts policy, administration, and management in an era of dynamic sociocultural change.

4. Provide opportunities for current professionals to enhance their knowledge and skills or develop new careers in the arts.

Careers

The master’s degree in arts management, depending on the chosen concentration, offers preparation for students who seek administrative careers in the visual arts, performing arts, or community arts in either the public or the private sector.

Admission

Admission to study at the graduate level requires previous study in visual or performing arts and the humanities. Although an undergraduate degree in an arts area is not required, related course work or equivalent professional experience is standard. Applicants from the business, management, and social science fields are encouraged to apply. Applicants are asked to indicate interest in a particular concentration area when they apply. Application materials are reviewed with this interest in mind, and appropriate entry requirements are examined.

Students planning graduate study should request information and application forms by writing to the Arts and Administration Program.

Admission is determined by the arts management master’s degree admissions committee, which consists of faculty members of the Arts and Administration Program, representatives of the arts management master’s advisory board, and faculty representatives from concentration areas when appropriate.

Master’s Degree Requirements

The master of arts (M.A.) degree requires competence in one foreign language. Students must complete all work toward a master of science (M.S.) or M.A. degree within seven years.

Study in the master’s degree program consists of three components: (1) core courses, (2) a concentration area, and (3) research and practice. Including an internship.

Students learn techniques needed for analysis and development of arts policy and skills in grant and research report writing and reviewing. In addition to coursework and an internship, students are required to complete a master’s degree project or thesis that demonstrates in-depth knowledge of practical or theoretical issues of utmost importance to professionals in public and private arts organizations from diverse social and cultural settings. Projects focus on issues examined during the student’s internship.

The two-year arts management master’s degree program requires at least 74 credits of coursework distributed among the three components.

Core Component: 42 credits

Core courses address the study and management of the arts in social and cultural contexts with a focus on arts policy and information management. Nonprofit and for-profit organizations and issues are addressed.

The core component includes Seminar (AAD 507, 607), two Experimental Courses (AAD 510), Art in Society (AAD 580), Art and Community Service (AAD 551), Arts Administration (AAD 560), Cultural Policy in Art (AAD 562), Managing Nonprofit Organizations (FPFM 580), Public Budget Administration (FPFM 529), and electives in arts and administration chosen in consultation with an adviser.

Area of Concentration Component: 16-17 credits

Concentration areas focus on various cultural resources and management areas. Each area consists of elective course work from supporting academic units. Selection of a concentration area allows students to pursue study that contributes to specific professional goals. A curricular plan is developed with an adviser during the first term of graduate study. Three concentration areas are available:

- community arts management
- museum management
- performing arts management

Research and Practice Component: 16-19 credits

Master’s-degree candidates write either a project paper—one addressing a critical topic studied during the internship—or a thesis. In both cases, a required course in research methodology prepares students for the internship and for writing the thesis or project.

Courses required for this component include Research Methodology (AAD 520), Internship (AAD 504), and either Thesis (AAD 503) or Master’s Degree Project (AAD 611).

NONDEGREE PROGRAM

Applied Information Management

This program is described in the Continuation Center section of this bulletin. See also, in the Graduate Studies section, Individualized Program: Applied Information Management. The Arts and Administration Program contributes the information-design curriculum to the AIM Program.

ARTS AND ADMINISTRATION COURSES (AAD)

198 Workshop: [Topic] (1-5R)
199 Special Studies: [Topic] (1-5R)
250 Art and Human Values (4) 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 (4) 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 (4) Addresses sociocultural factors influencing roles of women and men in arts disciplines. Examines underlying social structures that effect how we define art and artists.
399 Special Studies: [Topic] (1-5R)
401 Research: [Topic] (1-18R)
404 Internship: (1-18R)
405 Reading and Conference: [Topic] (1-18R)
406 Special Problems: [Topic] (1-18R)
503 Thesis (1-16R) PIN only
602 Supervised College Teaching (1-5R)
601 Research: [Topic] (1-18R) PIN only
604 Internship: [Topic] (1-16R)
605 Reading and Conference: [Topic] (1-16R)
606 Special Problems: [Topic] (1-16R)
607 Seminar: [Topic] (1-5R) A recent topic is Master's Degree Proposal.
608 Workshop: [Topic] (1-16R)
609 Practicum: [Topic] (1-16R)
610 Experimental Course: [Topic] (1-5R)
611 Master's Degree Project: [Topic] (1-16R)
627 Youth Art Program Management (4) Opportunity to learn youth art program management in a laboratory situation. Responsibility for managing a youth art program under faculty supervision.
630 Research Methodology (4) Scientific bases and classification of research; methodologies used in descriptive, analytical, and experimental research. Development of research proposals and critique of research reports. Jones.
646 Aesthetic Inquiry (4) Reviews contemporary research in aesthetics from a multidisciplinary perspective. Considers quantitative and qualitative studies from psychology, anthropology, sociology, computer science via traditional and contemporary aesthetic theory. Jones.
655 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. Offered at UO Portland Center.
657 The Thinking Machine (3) Reviews the computer as an aid to thinking, segmenting, or replacing information processing aids. Considers computer development as an intelligent agent. Offered at UO Portland Center.
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 to present solutions to managers. Offered at UO Portland Center.

FINE AND APPLIED ARTS
198 Lawrence Hall
Telephone (503) 346-5610
Kenneth R. O'Connell, Department Head

FACULTY


Courtesy

ABOUT THE DEPARTMENT

The Department of Fine and Applied Arts has courses in ceramics, drawing, fibers, metalsmithing and jewelry, multidisciplinary arts, 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 an application form and deadlines. Admission screening takes place each term for admission the next term (excluding summer sessions).

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 fifth-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 two courses in drawing, two courses in Basic Design (ART 116), and three courses—any credits—exclusively in art history. Twenty-four of the 66 credits must be upper-division studio work.

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, 36 credits of studio work, three credits of six credits in art history, and 4 credits of Terminal Creative Project B.F.A. (AST, ARTC, ARTF, ARTM, ARTP, ARTT, ARTS, ARTIV or ARTX 609).

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 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 prerequisites for most 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 in 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 (ARTH), three courses .................. 9–12
Basic Design (ART 116) .................................. 4
Drawing (ART 233) .......................................
One course selected from the following: Basic Design (ART 116), Drawing (ART 233), Introduction to Visual Inquiry LIII (AAA 180), or general departmental (ART) courses 3–4

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 several majors: ceramics, fiber, metalsmithing and jewelry, painting, printmaking, sculpture, and visual design. Graduate studies in photography and computer studies are offered through the visual design major.

The M.F.A. program is intended to promote mature and independent creative work based on collegially 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 traditionally 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 in Experimental Animation (ART 507), can be used to satisfy this requirement. Unlisted generic seminars, e.g., Seminar in Experimental Animation (ART 507), and other undefined generic courses, e.g., unscheduled Research (691), Reading and Conference (625), and Workshop (508), do not satisfy this requirement.

Applicants with experience in Terminal Creative Project M.F.A. (ART, ARTC, ARTF, ARTM, ARTP, ARTS, ARTV, or ARTX 609).

Graduate students in this department may elect to take all their work on a pass/no pass (P/N) 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; applicants 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 more 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 as the M.F.A. in the Fine and Applied Arts department.

Until or unless an entering student has a specific request for a graduate adviser, the faculty member so designated customarily serves as the adviser to conditionally admitted students. 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 to conditionally admitted graduate students. The committee consists of no fewer than four departmental faculty members, two of whom 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 with 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 status.

Terminal Project and Advisor. As soon as the student has achieved graduate standing, the student is eligible to select a terminal project adviser from the faculty graduate in his or her discipline. This adviser, in consultation with the candidate, selects the committee, which consists of the candidate and five 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 reconvened 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 schedules 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 the student has 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 M.F.A. 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 library and related collections. A bound copy of the terminal report must be signed by the terminal project adviser. A second copy of the report may be made available to the major discipline for the use. The student may also request an additional bound copy.

**FINE AND APPLIED ARTS COURSES**

Unless specified otherwise, for generic courses numbered 195, 201, 301, 403, 405, 406, 407/507, 408/508, 409, 410/510, 601, 604, 605, 606, 607, 608, and 609, topics and credits are arranged with the instructor. Topics vary according to the interests of both faculty members and students. Courses include, but are not limited to, studio-related exploration. Students are encouraged to discuss these possibilities with their advisers.

**General Departmental Art Courses (ART)**

111 The Artist Experience (3) 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 full term only.

116 Basic Design (4R) P/N only. Programming of information and processes involved in the art of designing evidence in understanding the syntax of problem posing. Aspert, Wenger.


199 Special Studies: (Topic) (1, 4R) Prereq: instructor's consent.

208 Foundation: (Topic) (3–4R) A studio foundation course focusing on basic skills and concepts.

235 Drawing (4R) Beginning course in observation, selection, and recording of significant elements in various drawing media.

297 Drawing and Modeling (4R) Study of forms in space using the two dimensions of drawing and the three dimensions of modeling. Buckner.

350 Color Theory (3–4R) 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.

404 Internship: (Topic) (1–12R) Prereq: instructor's consent.

406 Special Problems: (Topic) (1–4R) Prereq: instructor's consent.

407/507 Seminar: (Topic) (1–3R) Frequent topics are Ceramics in Art, Feminist Art Criticism and Theory.

450/560 Workshop: (Topic) (1–6R) Frequent topics are Bookbinding, Calligraphy, Papercutting, Small Metal Casting, Typography; others include Computers in the Arts, Hands and Feet.


450/510 Experimental Course: (Topic) (1–6R) Topics include Drawing and Writing on the Computer, Theories in Art.


451/515 The Origins of Mark and Image Making (3–4) P/N only. Shares some characteristics of a studio course but underlies research in a nontraditional outdoor setting. Unprocessed natural and found material used for projects reviewed and discussed on site. Prereq: instructor's consent.

474/574 Experimental Animators (3R) Historical survey of artists working in independent and experimental animation. Viewing, discussing, and writing about American and international animators. Exploration of theoretical, conceptual, and technical issues. Prereq: upper-division standing. Students receive three times for maximum of 12 credits.

482/582 Anatomy for Artists (3–4R) Principles and formation of the skeletal and muscular structure of the human figure. Prereq: ART 281 or ART 238 or 297, instructor's consent.

495/585 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.

483/583 Installation (4R) Covers the practice of critical approaches to art installation. Creation of an individual installation; participation in a final group-installation exhibit. Prereq: instructor's consent. R three times for maximum of 16 credits.

492/592 The Artist's Survival (2–3R) P/N only. Reviews the direct application and presentation of an artist's work in the world of business and education.

601 Research: (Topic) (1–12R) P/N only. Prereq: instructor's consent.

602 Supervised College Teaching (1–4R) Prereq: instructor's consent.

604 Internship: (Topic) (1–12R) Prereq: instructor's consent.

606 Reading and Conference: (Topic) (1–6R) Prereq: instructor's consent.

607 Seminar: (Topic) (1–4R) Prereq: instructor's consent.

608 Colloquium: (Topic) (1–8R) Prereq: instructor's consent.


**Ceramics Courses (ARTC)**

199 Special Studies: (Topic) (1–5R) Prereq: instructor's consent.


401 Research: (Topic) (1–12R) Prereq: instructor's consent.

404 Internship: (Topic) (1–12R) Prereq: instructor's consent.

405 Reading and Conference: (Topic) (1–6R) Prereq: instructor's consent.

406 Special Problems: (Topic) (1–8R) Prereq: instructor's consent.

470/570 Seminar: (Topic) (1–4R) Prereq: instructor's consent.

450/560 Workshop: (Topic) (1–6R) Prereq: instructor's consent.


455/555 Advanced Ceramics (3–6R) Intensive study opportunities for those who seek the integration of skills, theory, and practice with the development of personal means. Koiris, Kruose.

465/565 Kiln Firing (3–4R) Loading and fusing electric, gas, and propane kilns. Covers low-fire,
low-salt, high-salt, cone 6 and 10 reduction, and specialty fittings. Kiln maintenance and repair.
Prereq: Instructor’s consent. R three times for maximum of 16 credits.
466/556 Wood Fire (3-4R) Covers theory and practice of wood-fire ceramics. Involves wood 
preparation, loading, firing, and unloading of wood firing maintenance and kiln building.
Prereq: Instructor’s consent. R three times for maximum of 16 credits.
467/567 Glaze Laboratory (3R) Basic glaze chemistry, glaze mixing, alteration, and adjust-
Prereq: Instructor’s consent. R three times for maximum of 12 credits.
601 Research: [Topic] (1-12R) Prereq: Instructor’s consent.
604 Internship: [Topic] (1-12R) Prereq: Instructor’s consent.
605 Reading and Conference: [Topic] (1-6R) Prereq: Instructor’s consent.
606 Special Problems: [Topic] (1-12R) Prereq: Instructor’s consent.
607 Seminar: [Topic] (1-4R) Prereq: Instructor’s consent.
608 Colloquium: [Topic] (1-8R) Prereq: Instructor’s consent.
609 Terminal Creative Project M.F.A. (1-12R)
Prereq: Instructor’s consent.
Fibers Courses (ARTF)
199 Special Studies: [Topic] (1-5R) Prereq: Instructor’s consent.
253 Off-Loom Textiles (3-4R) Introduction to fibers by exploiting fiber construction, e.g., bau-
kety, crocheting, netting or fabric placing and embellishment, e.g., patchwork, appliqué, stitching.
Subject varies by term. R three times for maximum of 16 credits.
267 Weaving (3-4R) Introduction to weaving on four-shaft looms. Experimentation with a 
wide variety of fibers, pattern weaving, and tapping. Subject varies by term. Picket. R three times 
for maximum of 16 credits.
258 Dyeing (3-4R) Dyeing fibers and fabrics using natural and synthetic dyes. Includes such 
techniques as stitch resist, paste resist, stencil printing, slub, marbling, focus on surface design.
R three times for maximum of 16 credits.
401 Research: [Topic] (1-12R) Prereq: Instructor’s consent.
404 Internship: [Topic] (1-12R) Prereq: Instructor’s consent.
405 Reading and Conference: [Topic] (1-6R) Prereq: Instructor’s consent.
406 Special Problems: [Topic] (1-8R) Prereq: Instructor’s consent.
407/507 Seminar: [Topic] (1-4R) Prereq: Instructor’s consent.
408/508 Workshop: [Topic] (1-6R) Prereq: Instructor’s consent.
409 Terminal Creative Project B.F.A. (1-12R)
Prereq: Instructor’s consent.
410/510 Experimental Course: [Topic] (1-6R)
456/556 Advanced Fibers (3-4R) Weaving on multi shaft looms including the computer loom; 
fiber sculpture, environments, textile history, contemporary issues, fabric analysis. Prereq:
Instructor’s consent. Three terms of ARTF 253 or
267 recommended. Picket. R three times for maximum of 16 credits.
458/558 Textile Printing (3-4R) Dyeing techniques—stenciling, paste resist, shibori—that 
allow exploration of pattern design and symmetry on cloth. Subject varies by term. ARTF 358
recommended. Prereq: Instructor's consent. R three times for maximum of 16 credits.
601 Research: [Topic] (1-12R) Prereq: Instructor’s consent.
604 Internship: [Topic] (1-12R) Prereq: Instructor’s consent.
605 Reading and Conference: [Topic] (1-6R) Prereq: Instructor’s consent.
606 Special Problems: [Topic] (1-12R) Prereq: Instructor’s consent.
607 Seminar: [Topic] (1-4R) Prereq: Instructor’s consent.
608 Colloquium: [Topic] (1-8R) Prereq: Instructor’s consent.
609 Terminal Creative Project M.F.A. (1-12R)
Prereq: Instructor’s consent.
Metalsmithing and Jewelry Courses (ARTM)
199 Special Studies: [Topic] (1-5R) Prereq: Instructor’s consent.
257 Metalsmithing and Jewelry (3-4R) Introduction to the handworking of ferrous and nonferrous metals; practical information about making small tools, jewelry, and metal objects.
401 Research: [Topic] (1-12R) Prereq: Instructor’s consent.
404 Internship: [Topic] (1-12R) Prereq: Instructor’s consent.
405 Reading and Conference: [Topic] (1-6R) Prereq: Instructor’s consent.
406 Special Problems: [Topic] (1-8R) Prereq: Instructor’s consent.
407/507 Seminar: [Topic] (1-4R) Prereq: Instructor’s consent.
408/508 Workshop: [Topic] (1-6R) Prereq: Instructor’s consent.
409 Terminal Creative Project B.F.A. (1-12R)
Prereq: Instructor’s consent.
410/510 Experimental Course: [Topic] (1-6R)
457/557 Intermediate and Advanced Metalsmithing and Jewelry (3-4R) Emphasis on creative work. Advanced problems involving joining, raising, cen6ling, casting, closed, forging, etc.
601 Research: [Topic] (1-12R) Prereq: Instructor’s consent.
604 Internship: [Topic] (1-12R) Prereq: Instructor’s consent.
605 Reading and Conference: [Topic] (1-6R) Prereq: Instructor’s consent.
606 Special Problems: [Topic] (1-12R) Prereq: Instructor’s consent.
607 Seminar: [Topic] (1-4R) Prereq: Instructor’s consent.
608 Colloquium: [Topic] (1-8R) Prereq: Instructor’s consent.
609 Terminal Creative Project M.F.A. (1-12R)
Prereq: Instructor’s consent.
Painting Courses (ARTP)
199 Special Studies: [Topic] (1-5R) Prereq: Instructor’s consent.
281 Painting (3-4R) Basic visual elements and principles and the application of painting as a medium of expression. Incorporates traditional subject matter: still life, landscape, figure. Drawing experience recommended.
294 Watercolor (3-4R) Basic instruction in the use of water media with particular attention to their limitations and capabilities.
381 Watercolor (3-4R) Visual and manual understanding of the media with emphasis on the transparency and fluidity, translucency, conditions of light and atmosphere. Prereq: ART 233 or
ART 294.
390 Painting (3-4R) Advanced painting concepts and techniques. Independent initiative encour-
gaged. Prereq: 8 credits of lower division painting or equivalent. Graff, Okada.
392 Composition and Visual Theory (3-4R) Visual theory and its relation to visual, tactile, ke-
netic, and central characteristic. Prereq: 4 credits in ART 116 or 233 or Instructor’s consent.
401 Research: [Topic] (1-12R) Prereq: Instructor’s consent.
404 Internship: [Topic] (1-12R) Prereq: Instructor’s consent.
405 Reading and Conference: [Topic] (1-6R) Prereq: Instructor’s consent.
406 Special Problems: [Topic] (1-8R) Prereq: Instructor’s consent.
407/507 Seminar: [Topic] (1-4R) Prereq: Instructor’s consent.
408/508 Workshop: [Topic] (1-6R) Prereq: Instructor’s consent.
409 Terminal Creative Project B.F.A. (1-12R)
Prereq: Instructor’s consent.
Multidisciplinary Arts Courses (ARTX)
199 Special Studies: [Topic] (1-5R) Prereq: Instructor’s consent.
403 Research: [Topic] (1-12R) Prereq: Instructor’s consent.
404 Internship: [Topic] (1-12R) Prereq: Instructor’s consent.
405 Reading and Conference: [Topic] (1-6R) Prereq: Instructor’s consent.
406 Special Problems: [Topic] (1-8R) Prereq: Instructor’s consent.
407/507 Seminar: [Topic] (1-4R) Prereq: Instructor’s consent.
408/508 Workshop: [Topic] (1-6R) Prereq: Instructor’s consent.
409 Terminal Creative Project B.F.A. (1-12R)
Prereq: Instructor’s consent.
410/510 Experimental Course: [Topic] (1-12R)
481 Watercolor (3-4R) Advanced study in selected water media. Prereq: ART 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: ART 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 (3-4R) Use of various media to characterize observation of a variety of subjects including still life, landscapes, and figures. Prereq: 6 credits in ART 390 or equivalent. Graft, Okada.
491/591 Advanced Drawing (3-4R) 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 ART 391 or equivalent. Graft, Okada.
631 Research: [Topic] (1-12R) P/N only. Prereq: instructor's consent.
640 Internship: [Topic] (1-12R) Prereq: instructor's consent.
650 Reading and Conference: [Topic] (1-6R) Prereq: instructor's consent.
655 Special Problems: [Topic] (1-12R) Prereq: instructor's consent.
660 Seminar: [Topic] (1-4R) Prereq: instructor's consent.
661 Colloquium: [Topic] (1-8R) Prereq: instructor's consent.
669 Graduate Studies in Painting (1-6R) Advanced work with problems of color and form, technique, processes, and visual theories. Prereq: instructor's consent.
670 Graduate Studies and Drawing (1-6R) Advanced work with problems of form, technique, processes, and visual theories. Prereq: instructor's consent.
690 Special Problems: [Topic] (1-12R) Prereq: instructor's consent.
691 Colloquium: [Topic] (1-8R) Prereq: instructor's consent.
692 Terminal Creative Project M.F.A. (1-12R) Prereq: instructor's consent.
693 Special Problems: [Topic] (1-12R) Prereq: instructor's consent.
694 Seminar: [Topic] (1-4R) Prereq: instructor's consent.
699 Colloquium: [Topic] (1-8R) Prereq: instructor's consent.
790 Special Studies: [Topic] (1-5R) Prereq: instructor's consent.
345 Introduction to Relief Printing (4) Woodcut, linoleum-cut methods, single- or multiple-color techniques of reduction cut, multiple blocks, stencils, and registration principles. Emphasizes personal imagery development. Prereq: two terms of drawing or instructor's consent. Prentice.
347 Introduction to Intaglio (4) 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.
348 Introduction to Screen Printing (3R) Techniques of screen printing including film stencil, liquid blockout stencil, paper stencil, and photo-sensitive approaches. The medium as a unique conceptual and expressive tool. Prereq: instructor's consent. Prentice.
349 Introduction to Lithography (3) Basic methodology of delineation, processing, and printing of images on stone. Includes crayon, pen, and tusche work. Priming of small editions. Prereq: two terms of drawing or instructor's consent. Prentice.
410 Research: [Topic] (1-12R) Prereq: instructor's consent.
414 Internship: [Topic] (1-12R) Prereq: instructor's consent.
415 Reading and Conference: [Topic] (1-12R) Prereq: instructor's consent.
416 Special Problems: [Topic] (1-12R) Prereq: instructor's consent.
417/517 Seminar: [Topic] (1-4R) Prereq: instructor's consent.
415/515 Experimental Course: [Topic] (1-6R) Prereq: instructor's consent.
479/579 Metal Casting (3-6R) Basic principles of nonferrous metal casting in lost wax. Design and operation of furnaces andcasings. Prereq: Alpert, Buckner.
495/595 Ceramic Sculpture (3-4R) Techniques in building, modeling, molding, and surface terra cotta. The character of the materials and their effectiveness as sculptural media. Kokis, Kruse.
610 Research: [Topic] (1-12R) P/N only. Prereq: instructor's consent.
614 Internship: [Topic] (1-12R) Prereq: instructor's consent.
615 Reading and Conference: [Topic] (1-12R) Prereq: instructor's consent.
616 Special Problems: [Topic] (1-12R) Prereq: instructor's consent.
617 Seminar: [Topic] (1-12R) Prereq: instructor's consent.
618 Colloquium: [Topic] (1-8R) Prereq: instructor's consent.
619 Terminal Creative Project M.F.A. (1-12R) Prereq: instructor's consent.

Visual Design Courses (ARTV)
599 Special Studies: [Topic] (1-5R) 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 (3-4R) Introduction to the many ways computers are being used as design tools. Covers techniques, hardware, software, and design principles.
351 Creative Photography (1R) Basic black-and-white photographic processes and techniques; development of camera and darkroom skills; seeing photographically. Student work reviewed often. Powell, Warpinski.
394 Digital R:ereq. Studio class, studio work, polaroid, photocopier. Rereq: \textit{balanced overview}

381 Letterform: Letterpress (4R) Fundamentals of calligraphy, typography, codification techniques as related to printed and electronically generated graphics. Holcomb.

382 Letterform: Digital Typography (4R) Fundamentals of calligraphy, typography, codification techniques as related to printed and electronically generated graphics. Holcomb.


394 Digital Illustration (3-4) Use of computers and digital imaging software to create pictures as graphic communication. Prereq: ART 116 and 233, both twice.

401 Research: [Topic] (1-12R) Prereq: instructor's consent.

404 Internship: [Topic] (1-12R) Prereq: instructor's consent.

405 Reading and Conference: [Topic] (1-6R) Prereq: instructor's consent.

406 Special Problems: [Topic] (1-5R) Prereq: instructor's consent.


408/508 Workshop: [Topic] (1-6R) Prereq: instructor's consent.


410/510 Experimental Course: [Topic] (1-6R) Prereq: instructor's consent.

452/552 Creative Photography II (3-4R) 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 development, printing skills. Prereq: ART 351. Powell, Warpinski. R twice for maximum of 12 credits. Studio class.


454/554 Color Photography (3-4R) Basic color photographic process and techniques; issues of design and color theory, historic and contemporary aesthetic concerns. Prereq: ART 453. Hľkeman, R twice for maximum of 16 credits. Studio class.


477/577 Advanced Visual Design (3-4R) Explores visual communications through research, technical use, problem solving, critiques, and discussion. Emphasizes collecting information and refining visual problems. Integration of basic technical skills through applied problems. Prereq: instructor's consent. Holcomb.


493/593 Visual Continuity (4R) The problems of image sequence and continuity in all graphic media including photography, video, and computer-generated graphics. Prereq: ART 116 or instructor's consent.

495/595 Motion Graphics (3-4R) Moving imagery; both diagrammatic and photographic use of video and computer graphics in visual design. Includes various animation techniques. Prereq: ART 116, ART 493/593 or instructor's consent. Holcomb. Open to nonmajors.

601 Research: [Topic] (1-12R) P/F only. Prereq: instructor's consent.

604 Internship: [Topic] (1-12R) Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1-6R) Prereq: instructor's consent.

606 Special Problems: [Topic] (1-12R) Prereq: instructor's consent.

607 Seminar: [Topic] (1-4R) Prereq: instructor's consent.

608 Colloquium: [Topic] (1-5R) Prereq: instructor's consent.

609 Terminal Creative Project M.F.A. (1-12R) Prereq: instructor's consent.

694 Graduate Studies in Photography (3-5R) Weekly review of work in all photographically related processes. Reading and discussion. Prereq: portfolio, instructor's consent.

HISTORIC PRESERVATION

HISTORIC PRESERVATION

105 Lawrence Hall
Telephone: (503) 345-2077
Donald L. Fetting Program Director

Faculty


Mary Gallagher, adjunct assistant professor (historic archaeology, planning and survey, Register nomination). B.A., 1979, Northern Illinois; M.A. 1984, Oregon; State. (1992)


The date is parenthetic at the end of each entry is the first year on the University of Oregon faculty.

Participating

Howard Davis, architecture
Phillip H. Doie, architecture
Arthur W. Haen, architecture
Kenneth L. Heighland, landscape architecture
Michael Hidberg, planning, public policy and management
Chris L. Leshman, architecture
Robert Z. Melrak, landscape architecture
Donald L. Fetting, architecture
Leland M. Roth, art history
Richard A. Sandl, art history
Jenny Young, architecture

UNDERGRADUATE STUDIES

Minor Program

The interdisciplinary minor in historic preservation requires a minimum of 27 credits, of which must be upper division, distributed as follows:

Historic Preservation 15 credits
Introduction to Historic Preservation (AAP 412) .................................................. 3
12 credits selected from Workshop: Historic Woodwork (AAP 408), Experimental Course: Preservation Planning (AAP 410), National Register Nomination (AAP 431), Legal Issues in Historic Preservation (AAP 441), Historic Survey and Inventory Methodology (AAP 451), Preservation and Restoration Technology (ARCH 474), Preservation Technology: Massey (ARCH 475), Historic Finishes (ARC 476) .................................................. 12

Related Course Work 12 credits
Select courses from Experimental Courses: Native American Architecture, Oregon Architecture (ARCH 410), Experimental Course: The Room (ARCH 410); Landscape Research Methods (LA 428); Analysis Through Recording of Historic Buildings (ARCH 421); Settlement Patterns (ARCH 431); Vernacular Buildings (ARCH 432); 18th-Century Architecture (ARCH 460); 19th-Century Architecture (ARCH 461); American Architecture II-II (ARCH 464, 465, 466); History of Interior Architecture II-II (ARCH 474, 475, 476); History of Landscape Architecture II-II.
A master of science (M.S.) degree in historic preservation is offered by the School of Architecture and Allied Arts (AAA). 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 AAA school.

Admission

In addition to the basic requirements for admission to graduate study at the university, students must have some background in architecture or architectural history or both. Applications to the graduate program should contain the following:

1. A completed application form and fee
2. A biographical summary
3. An educational and professional summary
4. Statement of intent
5. Selected examples of written material and/or graphic work
6. Official transcripts of all college work
7. Graduate Record Examinations (GRE) scores
8. Three letters of recommendation, preferably from academic or professional sources

Students whose first language is not English must submit Tests of English as a Foreign Language (TOEFL) scores of at least 550.

Students who want to participate in the program through the Western Interstate Commission for Higher Education (WICHE) should inquire at the Graduate School.

General university regulations about graduate admission are described in the Graduate School section of this bulletin.

For fall 1996 admission the application deadline is February 15, 1996. Requests for more information and application materials should be addressed to the Committee on Historic Preservation, School of Architecture and Allied Arts, 5203 University of Oregon, Eugene OR 97403-5233.

Program Requirements

The M.S. degree in historic preservation requires 70 credits in five course areas: historic preservation core courses, historic electives, area of concentration, approved electives, and individualized study, which includes thesis or terminal project, research, and an internship. Students choose one of three concentration areas in which to specialize—preservation theory, design, and technology; management of cultural resources; resource identification and evaluation.

Historic Preservation Core (15 credits)

Core courses include Introduction to Historic Preservation (AAAP 511), National Register Nomination (AAAP 531), Legal Issues in Historic Preservation (AAAP 541), Historic Survey and Inventory Methodology (AAAP 551), Landscape Research Methods (LA 520) or Experimental Course: Architectural Research Methods and Design (ARCH 610).

History Electives (9 credits)

Students choose from an approved list of courses that cover the history of architecture, landscape architecture, and interior architecture.

Area of Concentration (minimum of 15 credits)

Courses are taken in one area of study. Courses used to satisfy any of the above requirements may not be used to satisfy this requirement.

Preservation Theory, Design, and Technology

Emphasis is on developing the skills needed to research, plan, and direct restoration of buildings, places, and landscapes as well as to determine the appropriate levels of treatment. Restoration theory, design, building history, and technology are explored in this concentration.

Management of Cultural Resources

Embraced in historic preservation is the management of cultural resources. This concentration provides the legal, planning, and management skills individuals need to work in or develop organizations that support public or private management of cultural resources.

Resource Identification and Evaluation

This concentration offers the insights and investigative tools necessary for archival and cultural resource research to establish the history and context of buildings, landscapes, and objects that determine settlement, organization, and sense of place.

Approved Electives (9 credits)

Students take courses in other concentration areas, from an approved list of courses, or in other university departments with approval of the adviser.

Individual Study (21 credits)

This part of the master's degree program comprises 3 credits in Research (AAAP 601), 6 credits in Practicum Internship (AAAP 609), and 12 credits in Thesis (AAAP 503) or Terminal Project (AAAP 501). Before enrolling in AAAP 503 or 501, the student must develop a project proposal and have it approved by a committee of three or more members, at least two of whom must be University of Oregon faculty members. When the thesis or terminal project nears completion, 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.

HISTORIC PRESERVATION COURSES (AAAP)

407/507 Seminar: [Topic] (1-5R)
408/508 Workshop: [Topic] (1-5R)
410/510 Experimental Course: [Topic] (1-5R)
411/511 Introduction to Historic Preservation (3) History, evolution, modern concepts, and professional techniques of historic preservation. Includes financial incentives, national and state laws, the role of planning, and management.
431/531 National Register Nomination (4) Provides information and instruction in all aspects of the National Register program and process. Facilities completion of registration form.
## 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 courses 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, two- and three-dimensional design, fiber arts, craftsmanship, and the history of the arts, architecture, furniture, and interior architecture design
2. Social sciences such as sociology, psychology, individual and group behavior, cultural anthropology, community studies, and human environment
3. Science: 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.

### Students

Students are encouraged to travel in order to broaden their experiences related to the proximate environment.

### 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.

## INTERIOR ARCHITECTURE

210 Lawrence Hall
Telephone (503) 346-3656
Lyman T. Johnson, Program Director

### Participating Faculty

Arthur W. Fawn, architecture
Wayne J. Jwett, architecture
Lyman T. Johnson, architecture
Linda K. Zimmer, architecture

### 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), Housing in Society (ARCH 535), Seismic Study (ARCH 538), Preservation and Restoration Technology (ARCH 574), Preservation Technology: Masonry (ARCH 578), Graduate Design Process (ARCH 611), Graduate Design Technology (ARCH 612), Graduate Design Arts (ARCH 613), Graduate Architectural Design I: Option III (ARCH 681)

Art History, 18th-Century Architecture (ARCH 560), 19th-Century Architecture (ARCH 561), 20th-Century Architecture (ARCH 562), American Architecture LIIII (ARCH 564), History of Interior Architecture LIIII (ARCH 574, 575, 576), History of Landscape Architecture LIIII (ARCH 577, 578, 579)

Interior Architecture, Historic Finishes (ARCH 576)

Landscape Architecture, Landscape Research Methods (LA 520), Landscape Preservation (LA 580), National Parks (LA 582), Landscape Perception (LA 584), Contemporary American Landscape (LA 585)

Planning, Public Policy and Management. Grant Writing (PPPM 522), Neighborhood and Community Revitalization (PPPM 534), Managing Nonprofit Organizations (PPPM 580)

Participation in related course work throughout the university is encouraged. Available courses include Urban Geography (GEOG 545), Cultural Resource Management (ANTH 545), Cultural Resources: Policy and Procedures (ANTH 556), offered at Oregon State University, The American West (HIST 556, 557), and The Pacific Northwest (HIST 558)

## Students

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 International Interior Design Association (IIDA).

### Overseas Study

Students in all University of Oregon overseas study programs enroll in courses with subject codes 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.

### Curriculum for the Study of Interior Architecture

Students must meet the curriculum requirements published in the undergraduate and graduate 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.I.Arch. or M.I.Arch. degree from the university, the following minimum course work must be taken in residence:

1. Design area: 24 credits, including Interior Design Terminal Project (ARCH 488/588, 498/589)
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

Undergraduate and graduate first-professional-degree curricula in interior architecture are 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-education 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 (12 credits in each group)
2. College composition--6 credits
3. Multicultural requirement--6 credits (may overlap with group requirements)

**Major Requirements.** 185 credits (see Professional Curriculum later in this section).

**Minor 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 is 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 admittance to the minor program until space becomes available.
4. Courses required for minors are open to other university students with instructor's consent. Substitute courses may be approved by the department.
5. A mid-C or better must be earned in courses taken for letter grades or a P in pass/no pass courses.

**Minor Requirements**

**33 credits**
1. Introduction to Architecture (ARCH 201) ..........4
2. Survey of Interior Architecture (ARCH 204) ..........4
3. Design Arts (ARCH 307) .................................3
4. Materials of Interior Design II (ARCH 471) ..........6
5. History of Interior Architecture II, III (ARCH 474, 475, 476) .................................12
6. Four of the following six courses: Furniture and Accessories (ARCH 264); Color: Theory and Application for the Built Environment (ARCH 447); History of Interior Architecture II, III (ARCH 474, 475, 476); History of Furniture (ARCH 476) .................................12
7. Building Skills (ARCH 276) .................................4

**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. First-year applicants must have grades and scores that meet at least three of the following four indices:
1. High school grade point average (GPA)--3.0
2. Verbal Scholastic Assessment Test SAT I--530
3. Mathematical SAT I--480
4. Total SAT I--1050

In addition, students whose first language is not English must score at least a 510 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 December 1 (see Application Deadlines in the Admissions section of this bulletin). The deadline for completion of the department application is January 1. All applicants must meet both deadlines. Students receive notices about their applications by April 1.

**Graduate Studies**
There are three programs of graduate study in interior architecture: Option 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**
1. 6 credits in Research (IARC 544, 545)
2. 2 credits in Seminar (IARC or ARCH 503 or 603)
3. 2 credits in Interior design studio including 12 credits in Interior Design Terminal Project (IARC 588, 589)
4. 3 credits in Thesis Preparation and Programming (IARC 434), Thesis Programming and Research (IARC 435), and Documentation of Thesis Research, Programming, and Design (IARC 436)

**Residence requirements**

**POSTPROFESSIONAL DEGREE PROGRAM: M.I.ARC.**
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. Computer-aided design
2. Design process and theory
3. Energy-conscious design
4. Environment and behavior
5. Housing design
6. Interior components and design
7. Lighting and lighting design
8. Proxemic design and ergonomics
9. Vernacular design

The Option I thesis draws on individual research, given to students who have had academic experience in a quality-accredited interior architecture or design 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 course work is dependent upon satisfactory completion of three terms in residence. For more information, refer to The Study of Interior Architecture at the beginning of this section.

In addition, Option II students must complete the following requirements:
1. 6 credits in Research (IARC 501), which may include independent technical study or instructor-directed research
2. 9 credits in Seminar (IARC or ARCH 507 or 607)
3. 3 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 434), Thesis Programming and Research (IARC 435), and Documentation of Thesis Research, Programming, and Design (IARC 436)
5. Residence requirements in the design and subject areas as listed above.

**PROFESSIONAL DEGREE PROGRAM REQUIREMENTS**

**Graduate Admission**
Admission to the graduate program is through a selective review that focuses on three attributes: creative capability, academic capability, and potential program contribution through diversity of background, experience, or demonstrated motivation. All applicants are required to submit TOEFL scores; if their first language is not English, they must also submit TOEFL scores of at least 575.

Prospective applicants may request a description of the graduate interior-architecture program and an application packet by writing to Graduate
Admissions, Department of Architecture, 1206 University of Oregon, Eugene OR 97403-1206. The packet describes all application requirements. Applications must be postmarked by January 1 prior to the fall term of anticipated enrollment. Notifications of results are mailed by April 1. Option I students begin the program during summer session. Other graduate students are required to begin their work 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 course work, 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 in 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 development to presentation 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 I (ARCH 181, 182), a two-term studio for undergraduate majors

Graduate Architectural Design I: Option III (ARCH 681, 682), a two-term studio for Option III graduate students

Intermediate Interior-Design Studios

Interior Design (ARCH 484/584), six terms, 36 credits; 30 credits required for Option III graduate students

Custom Cabinet and Furniture Design (ARCH 486/586 or 487/587), 6 credits

Advanced Interior-Design Studios

Interior-Design Terminal Project (ARCH 488/588, 489/589), 12 credits

Subject Areas: 88 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 56 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 student's and Department of Interior Design's philosophy to be taken from any of the subject areas.

General Interior-Architecture and Architecture Courses: 21 credits in Introduction to the Profession (ARCH 201), Introduction to Architecture (ARCH 202), Survey of Interior Architecture (ARCH 204), Building Skills (ARCH 270), three design-arts courses

Professional Practice: 3 credits in Context of the Interior Architectural Profession (ARCH 417/517)

Other Courses: Practice I (ARCH 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 (ARCH 432/532, 433/533), Vernacular Building (ARCH 434/534), Architectural Form and Urban Quality (ARCH 435/535), landscape architecture courses


Other Courses: Social and Behavioral Factors in Design (ARCH 443/543), Housing in Society (ARCH 445/545), Environmental Architecture (ARCH 446/546)

Color: 3 credits from Color Theory (ARCH 350), Color Theory and Application for the Built Environment (ARCH 447/547), Light and Color in the Environment (ARCH 447/547)

Spatial Ordering: 3 credits from Spatial Composition and Dynamics (ARCH 456/556), Typing and Typology (ARCH 456/556)

Construction and Materials: 10 credits in Materials of Interior Design I (ARCH 471/571, 472/572), Working Drawings in Interior Architecture (ARCH 473/573)

Other Courses: Structural Behavior, Building Systems (ARCH 461/561), Wood and Steel Building Systems (ARCH 462/562), Reinforced Concrete Building Systems (ARCH 463/563), Building Enclosure (ARCH 471/571), Materials and Processes of Construction (ARCH 472/572), Preservation and Restoration Technology (ARCH 474/574), Preservation Technology Major (ARCH 475/575), Historic Finishes (ARCH 476/576)

Furniture: 5 credits in Furniture and Accessories (ARCH 444/544), Working Drawings for Furniture (ARCH 445/575)

Lighting: one course from Environmental Control Systems II (ARCH 491/591), Electric Lighting (ARCH 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: generic 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: 29 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 elective courses in academic subjects outside the School of Architecture and Allied Arts.

INTERIOR ARCHITECTURE COURSES (IARC)

See Architecture for descriptions of courses with the ARCH subject code.

ARCH 181, 182 Introductory Architectural Design I, II (6.6) P/N only.

199 Special Studies: Topic [1-6R]

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.

ARCH 201 Introduction to Architecture (4)

ARCH 202 Design Skills (3)

204 Survey of Interior Architecture (4) Introduction to the theory of interior architecture. Design criteria explored through illustrated lectures and projects involving analysis of space. Open to nonmajors.

ARCH 222 Introduction to Architectural Computer Graphics (4)

ARCH 270 Building Systems (4)

286 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.

401 Research: Topic [1-6R]

485 Reading and Conference: Topic [1-6R]

496 Special Problems: Topic [1-6R]


498 Workshop: Topic [1-6R]

499 Practicum: Topic [1-6R] P/N only

501/510 Laboratory Course: Topic [1-6R]

ARCH 411/511 Research Methods (3)

ARCH 416/516 Project Management (3)

417/517 Context of the Interior Architectural Profession (3) Social, economic, and political forces influential in shaping the profession. Issues related to professional practice including
and methods
interprofessional relations, and trade resources.
ARCH 418/518 Building Design Regulation (3)
ARCH 421/521 Analysis through Recording of
Historic Buildings (3)
422/522 Computer Methods in Interior
Architecture (3) Introduction to applications in
computer-aided design of interior space, es-
pecially related to design and presentation. Prereq:
ARCH 182.
ARCH 422/522 Computer Applications in Ar-
chitecture (3)
ARCH 423/523 Media for Design Development (3R)
424/524 Advanced Interior Design Develop-
ment Media (3) Media issues related to design
inquiry, development, communication, and de-
sign character. Use of perspective as a means of
testing proposals for the immediate environment.
Prereq: ARCH 423/523.
ARCH 424/524 Advanced Design
Development Media (3R)
ARCH 425/525 Design Synthesis (3)
ARCH 426/526 Descriptive Geometry and
Perspective (3)
ARCH 431/531 Settlement Patterns (3)
ARCH 432/532, 433/533 Settlement Patterns: Japan
Vernacular Lll (3,3)
ARCH 434/534 Vernacular Building (3)
ARCH 439/539 Architectural Form and Urban
Quality (3)
ARCH 443/543 Social and Behavioral Factors
in Design (3)
444/544 Furniture and Accessories (3) Analysis
of furniture and cabinetry. Emphasis on design,
development, methods of manufacture and dis-
tribution; furniture construction and techniques of
shop drawing, introduction to basic wood
construction procedure. Open to nonmajors with
instructor's consent.
ARCH 445/545 Thesis Preparation and
Programming (3) P/N only. Formulation of
individual design thesis projects for IARC 448/588, 449/589.
Documentary of project issues, content, site, and
building information, research, case studies, and
programming. Prereq. eligibility for IARC 448/588.
ARCH 445/545 Housing in Society (3)
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 phe-
nomena, and various psychological, cultural, and
design implications. Undergraduate prereq:
ARCH 182; graduate prereq: ARCH 485 or
instructor's consent.
ARCH 447/547 Light and Color in the
Environment (3)
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 448/588.
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 449/589.
ARCH 449/549 Architectural Programming (3)
ARCH 456/556 Spatial Composition and
Dynamics (3)
ARCH 458/558 Types and Typology (3)
ARCH 461/561 Structural Behavior (4)
ARCH 462/562 Wood and Steel Building Systems
(4)
ARCH 463/563 Reinforced Concrete Building
Systems (4)
471/571, 472/572 Materials of Interior Design
Lll (3,3) The properties, manufacture, and appli-
cation of materials used in construction and inter-
design; field trips to supply sources. Under-
graduate prereq: ARCH 181L 182. Open to
nonmajors with instructor's consent.
ARCH 471 Building Enclosure (4)
ARCH 472/572 Materials and Processes of
Construction (3)
473/573 Working Drawings in Interior
Architecture (4) P/N only. Preparation of work-
ing drawings for project designed in interior ar-
citecture studio. Majors only.
ARCH 474/574 Preservation and Restoration
Technology (3)
ARCH 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)
476/576 Historic Finishes (3) Historic paint and
finish and methods of replicating them for
application to restoration, rehabilitation, or
new-construction projects.
ARCH 489/589 Supervised Design Teaching
(1-3R)
484/584 Interior Design (6R) P/N only. A series
of creative projects in interior design; intensive
analysis of design; methods of problem solving;
individual criticism, review of design projects;
group discussion and field trips. Undergraduate
prereq: ARCH 182; graduate prereq: ARCH 485.
ARCH 485/585, 486/586 Advanced Archi-
tectural Design Lll (6,8)
486/586, 487/587 Custom Cabinet and Furni-
ture Design (6,6) P/N only. Projects in design
and construction of custom furniture, prepara-
tion of detailed shop drawings, shop procedure.
Prereq. IARC 444/544. 15 credits in IARC 484/584
or ARCH 484/584. Open to nonmajors with
instructor's consent.
488/588, 496/589 Interior Design Terminal
Project (6,6) P/N only. Student-initiated studies
in interior design for the terminal project. Em-
phasis on comprehensive and integrative study.
Undergraduate prereq: 42 credits in IARC design
studies; graduate prereq: 36 credits in IARC de-
sign studies.
ARCH 491/591, 492/592 Environmental Control
Systems LII (4,4)
492/592 Electric Lighting (3) Principles of light-
ing with focus on integration of electric illumi-
nation and space. Design for lighting, calcula-
tions, and available systems and sources tested through
models and drawings. Prereq. 22 credits of design
studio. Interior architecture and architecture
majors only.
ARCH 495/595 Daylighting (3)
503 Thesis (1-6R) P/N only
601 Research: [Topic] (1-6R) P/N only
605 Reading and Conference: [Topic] (1-6R)
606 Special Problems: [Topic] (1-6R)
607 Seminar: [Topic] (1-6R)
608 Workshop: [Topic] (1-6R)
609 Practicum: [Topic] (1-6R)
610 Experimental Course: [Topic] (1-6R)
611 Terminal Project (1-9R)
ARCH 623 Graduate Design Arts (3)
ARCH 681, 682 Graduate Architectural Design
LII: Option III (6,6) P/N only.
688 Advanced Interior Design (1-12R) P/N
only. Studio-based investigation of special
aspects of interior design. Prereq. Option I or
graduate standing in interior architecture and
instructor's consent.
LANDSCAPE ARCHITECTURE

230 Lawrence Hall
Telephone (503) 346-3634
David Hulse, Department Head

FACULTY


Emeriti

George S. Jette, professor emeritus, B.A., 1940, Oregon; (1943)
Wallace M. Ruff, professor emeritus, B.S., 1934, Florida, M.S., 1950, California, Berkeley; (1952)

The date in parentheses at the end of each entry is the year on the University of Oregon faculty.

ABOUT THE DEPARTMENT

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 cities and communities 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 a degree of bachelor of landscape architecture (B.L.A.). The five-year program, accredited by the American Society of Landscape Architects, 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 on planning and design problems with students in architecture, urban planning, other disciplines, and ongoing research.

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 interconnected areas:

Planning and Design. A series of studio courses focuses 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, and theory of landscape architecture, and landscape architectural media.

Course work in these areas is provided in a required- and elective format that encourages the student to tailor an individualized educational program with the help of an advisor.

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 human kind 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.

Full-time students planning to transfer into the department should follow the above outline 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. Applicants 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
4. Transcripts of previous college work

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, 81 credits taken in twelve studios

First Year. Two courses, two studios: Introduction to Architecture (ARCH 201), Design Skills (ARCH 202), Introductory Architectural Design I and II (ARCH 181, 182)

Second Year. Two studios: Landscape Architectural Design (LA 209)

Third Year. Three studios: Landscape Architectural Design (LA 389)
Fourth Year. Three studios: Site Planning and Design (LA 589), one elective studio.

Fifth Year. Two studios, one course: Comprehensive Project Preparation (LA 590), Land Planning and Design (LA 494), Comprehensive Project (LA 499).

Transfer students typically enter the program in the second year.

Possible elective studies include: Intermediate Architectural Design II (ARCH 282) or Architectural Design (ARCH 484), Landscape Architecture (LA 389) or Site Planning and Design (LA 489), Workshop: Design (LA 408; summer only) or Practicum (LA 409).

Subject Courses. 79 credits (includes LA 490) distributed as follows:

**Landscape Architectural Technology**: 12 credits
- Landscape Technologies I (LA 362, 366), Workshop: Landscapes (LA 435/558), Professional Practice of Landscape Architecture (LA 662)
- Optional: Workshop: Irrigation (LA 456), Structural Behavior (ARCH 461), Structure Systems IIB (ARCH 667, 668)

**Plants in the Landscape**: 12 credits
- Plants: Fall, Winter, Spring (LA 356, 327, 328)
- Optional: Urban Farm (LA 390), Planning Design Theory (LA 431), The Garden (LA 432), Systematic Botany (BI 442)

**Landscape Analysis and Planning**: 12 credits
- Site Analysis (LA 361), Experimental Course: Introduction to Landscape Ecology (LA 410), Introduction to Landscape Planning Analysis (LA 440)
- Optional: Introduction to Planning and Public Policy (PPPM 301), Landscape Planning (LA 411), Ecological Landscape Planning (LA 412), Computers in Landscape Architecture (LA 415), Environmental Planning (PPPM 426), Natural Resource Policy (PPPM 443), Hydrology and Water Resources (EAS 445), Water Resources (EAS 448), Urban Hydrology (EAS 451), Geographic Information Systems (ARCH 451), History and Theory of Landscape Architecture: 12 credits
- Understanding Landscapes (LA 260), History of Landscape Architecture (LA 477, 478)

**Landscape Architectural Media**: 8 credits
- Landscape Media (LA 350), 4 credits from the following: Workshop: Drawing (LA 408), Computer-Aided Landscape Design (LA 417), Media for Design Development (ARCH 423), Advanced Design-Development Media (ARCH 424), Advanced Landscape Media (LA 450), approved fine- and applied-arts studio courses

**Landscape Architecture Options**: 19 credits
- Additional 6 credits from any department, including landscape architecture, up to a total of 220 credits applied to the B.L.A.

**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 baccalaureate 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 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 two 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 course requirements.

Students who are working toward the B.L.A. as a second bachelor's degree and the M.L.A. simultaneously are admitted as conditional master's students. After completing two years of study for the B.L.A., students must apply to enter the M.L.A. program. If a student is accepted into the program, the graduate-student status is changed to unconditional master's student. To be eligible for the master's project, students must succeed in their M.L.A. course work well enough to show promise for original work at the master's level.

With four exceptions, requirements are the same as those described above for the undergraduate B.L.A.:

1. There is no elective-credit requirement outside the landscape architecture department.
2. Graduate students must take only LA 260 before they may move on to 400-level courses.
3. In place of the listed 400-level courses, graduate students complete their 500-level counterparts, e.g., LA 559 instead of LA 459.
4. Graduate students need to take 15 credits of optional courses in landscape architecture.

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 planning. These areas are broad enough to include many specific research problems for master's projects and professional practice. While these concentration areas are naturally related, each involves a different set of skills and understanding developed through departmental courses and focused elective courses, extracurricular work outside the department. The three concentration areas are those in which faculty members, due to their academic training and professional and research experience, are best equipped for collaboration with graduate students.

**Landscape Design**
- The transformation and enhancement of outdoor environments to make them more beautiful, expressive, and supportive places that involve 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 extensive 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 studies 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-land relationships through private, public, and governmental means. Students will have the opportunity to learn and practice teaching skills as paid teaching assistants and graduate teaching fellows in the department, and some subsequently receive 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 broad 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 54 credits in four areas: planning and design courses, subject courses, the concentration area, and completion of the master's project.

**Planning and Design.** 12 credits
- Land Planning and Design (LA 594), Special Problems (LA 636), Master's Studio (LA 698)

**Subjects.** 11 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), Advanced Landscape Design Theory (LA 693)

**Area of Concentration.** 20 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); three additional department-approved courses at the University of Oregon

**Landscape History.** Landscape Preservation (LA 580), Natural Parks (LA 582), Contemporary American Landscape (LA 585); two additional
department-approved courses at the University of Oregon

Landscape Planning. Landscape Planning (LA 511), Ecological Landscape Planning (LA 512), Computers in Landscape Architecture (LA 518); two additional department-approved courses at the University of Oregon that focus on either social or natural systems.

Master's Project. 5 credits

Master's Project Development: (LA 695), Master’s Project (LA 698)

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 at least two of them 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
5. Transcripts of previous college work

The deadline is February 1. Applications from all disciplines are welcome. Students whose first language is not English must submit Test of English as a Foreign Language (TOEFL) scores of at least 575.

General university regulations governing graduate admission are given in the Graduate School section of this bulletin.

LANDSCAPE ARCHITECTURE COURSES (LA)

199 Special Studies: [Topic] (1-5R)

225 Introduction to Landscape Architecture (2) Lectures and multimedia presentations to provide introduction and background for the profession. Members of related professions demonstrate the wide scope of the field and its interdisciplinary relationships. Open to nonmajors.

230 Introduction to Landscape Field Studies (2) 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. Not offered 1995-96.

260 Understanding Landscapes (4) Perception, description, and explanation of landscapes as environmental sets, as biophysical processes, and as cultural values. Lovinger. Open to nonmajors.

299 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 (4) Characteristics, identification, and design uses of deciduous trees, shrubs, vines, and ground covers. Emphasis on identification and appropriate use in landscape design. Bettman.

327 Plants: Winter (4) Characteristics, identification, and design uses of ornamental conifers and broad-leaved evergreens, shrubs, and ground covers. Prereq: LA 526, Bettman.

328 Plants: Spring (4) Characteristics, identification, and design uses of flowering trees, shrubs, vines, and ground covers; emphasis on synthesis of fall, winter, and spring. Prereq: 327, Bettman.

350 Landscape Media (2-4R) Development of hand-drawing and visualization skills; exercises on line, tone, texture, and color for plan, section, and perspective drawings.

361 Site Analysis (4) 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 (4) Techniques for measuring and recording sites; methods for modification of sites; grading for earth movement, drainage; site systems. Prereq: LA 361.

366 Landscape Technologies II (4) Consideration of materials and processes of landscape construction; communication of design intent through sketching or digital linking and sources and costs. Sequence. Prereq: LA 362, Giring.

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.

399 Urban Farm (2-4R) Experiential training in food production in the city; rebuilding urban soils; farm animal-plant relationships; nutrient cycles. Cooperative food production and distribution, use of appropriate technologies. Bettman. Open to nonmajors.

401 Research: [Topic] (1-21R)

405 Reading and Conference: [Topic] (1-21R)

406 Special Problems: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-21R) Concentrated programs of study combining instruction on special topics. Regular offerings include Drawing, Irrigation, and Surveying.

409 Practicum: [Topic] (1-21R) Supervised field laboratory work: clinical, or in-service educational experience. Planned programs of activities and study with assured provisions for adequate supervision. Bettman.


411/511 Landscape Planning (4) 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. Ribe. Offered 1995-96 and alternate years.

412/512 Ecological Landscape Planning (4) History, concepts, and methods of landscape planning for ecosystems and wildlife and resource allocation; includes economic, political, and institutional factors. Ribe.

415/515 Computers in Landscape Architecture (4R) The development, application, and evaluation of computer processing systems for land use and site-planning issues; encoding of data, cell storage, and analysis systems. Prereq: LA 440 or instructor’s consent. Hulse.

417/517 Computer-Aided Landscape Design (4) Understanding and use of computer-aided drafting and design technology for executing landscape design development, evaluation, and presentation tasks. Prereq: LA 295 or 369.

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 (4) Approaches to planting design; experimental 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 495/595. Lovinger. Offered 1995-96 and alternate years.

432/532 The Garden (4) 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 (4R) Fundamental concepts in landscape planning and design: land, landscape, place, environmental experience, carrying capacity, property, form, scenery, and time. Diethelm.

450/550 Advanced Landscape Media (4R) The role of media in design inquiry; development of hard-line drawing skills, diagramming, and principles of graphic design. Lovinger. Offered alternate years; not offered 1995-96.


460/560 Landscape Technologies IV (2-4) Special problems and strategies in the construction of structural additions to sites, construction documents, neighborhood construction. Integrated with LA 489/589. Prereq: LA 595/596.

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. Giring. Offered alternate years; not offered 1995-96.

476 Historical Landscape Architecture (1) An examination of the history of landscape architecture. Prereq: LA 360 or instructor’s consent. Hulse.

477/577, 478/578 History of Landscape Architecture II (4, 4) See Art History

489/589 Landscape Preservation (4) Tools and techniques currently used in the preservation of historic, cultural, and vernacular landscapes. Interpretation of history of landscape preservation, significant legislation, and case studies. Melnick. Offered alternate years; not offered 1995-96.

482/582 National Parks (4) 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.

Offered alternate years; not offered 1995-96.
LEISURE STUDIES AND SERVICES
180 Estillinger Hall
Telephone (503) 346-3351
Larry L. Neal, Program Director

FACULTY

Emeriti
Lois L. Fessier, as~istant professor emerita. B.S., 1948, North Dakota; M.S., 1950, Cornell. (1959)

The data in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Pending approval by the State Board of Higher Education, the program will become the Recreation, Tourism, Management, and Design Program in 1996-97, when its academic requirements and courses will also be revised. The program plans to accept students into a master's degree program and an undergraduate minor program in fall 1997. 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.

LEISURE STUDIES AND SERVICES COURSES (LSS)
405 Reading and Conference [Topic] (1-16R) PIN only
602 Supervised College Teaching (2-5R)
605 Reading and Conference [Topic] (1-16R)
608 Special Problems [Topic] (1-16R)
607 Seminar [Topic] (1-5R) Recent topics include Ecology in Landscape Design, Landscape Criticism, Readings in Modern Landscape History, and Visual Landscape Management.
628 Workshop [Topic] (1-16R) Intensive study combining practical projects with instruction on special topics related to landscape problems.
609 Practicum [Topic] (1-16R) Supervised field laboratory work; clinical or in-service educational experience. Planned programs of activities and study with assured provisions for adequate supervision. B.B.
610 Experimental Course [Topic] (1-5R)
603 Advanced Landscape Design Theory (4) 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 478/572.
655 Master's Project Development (2) 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 202/250.
658 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 -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) 346-3653
Michael Hibbard, Department Head

FACULTY
David C. Povey, professor (regional planning, policies and planning, community research); director, community and regional planning program. B.S.,
emeriti


Courtsey

Gerald R. Kissier, courtesy professor (public policy, organizations, management); See Educational Policy and Management

Dave Rapoport, courtesy assistant professor (microeconomics and South Pacific Program, sustainable development); B.S., 1981, Tufts. (1983)

emeriti

Owen Piter, associate professor emeritus. B.S., 1937, J.D., 1939, Oregon. (1959)

Robert E. Keith, planning consultant emeritus. B.S., 1944, Kansas State; M.A., 1950, Oregon. (1965)


The data in parentheses at the end of each entry is the first year on the University of Oregon faculty.

participating

David Hiles, landscape architecture

Robert G. Ribe, landscape architecture

Jean Stockard, sociology

undergraduate studies

Planning, public policy and management is the study of the processes and organizations—both formal and informal—through which the public’s interests are addressed. The major in public policy and management (PPPM) focuses on how government and other public institutions adapt and manage change to meet societal needs. Preparation. High school students planning to study 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 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 ways of acquiring community-based experience. Careers. The bachelor of arts (B.A.) or bachelor of science (B.S.) degree 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 and 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 (1) have a grade point average (GPA) of 3.00 or better, (2) have some experience—paid or unpaid—in public service, and (3) have completed the University’s general-education requirements.

In completing the university group requirements, the following courses (or their equivalents, for transfer students) are recommended:


Sample Program

The two-year sample program shown below is typical for PPPM majors as preparation for admission to the PPPM program in the junior year.

Freshman Year, Fall Term

College Composition I (WR 121) .......................... 3
Introduction to Sociology (SOC 204) .................... 4
Arts and Letters group-satisfying course .............. 3-4
Science group-satisfying course ....................... 3-4
Winter Term

United States Politics (PS 210) .......................... 4
Community, Environment, and Society (SOC 304) ........ 3-4
Arts and Letters group-satisfying course .............. 3-4
Science group-satisfying course ....................... 3-4
Spring Term

College Composition II or III (WR 122 or 123) ...... 3
State and Local Government (PS 203) ................. 4
Concepts of Computing, Computers and Computation (CIS 121) .......................... 4
College Algebra (MATH 111) ............................ 4
Elective, especially introductory anthropology, American history, or other social science .......................... 3-4

Sophomore Year, Fall Term

Mind and Brain (PSY 201) ............................... 4
Introduction to Economic Analysis: Microeconomics (EC 201) .......................... 4
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 212) .......................... 4
Electives, as above .............................................. 8

Spring Term

14 credits

The Natural Environment (GEOG 101) .......................... 3
Electives, as above .............................................. 12

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 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 fits with those goals. This statement should be limited to two or three typed, double-spaced pages.
4. Brief résumé of educational and employment history.

Major Requirements

A total of 180 credits are required for the bachelor’s degree. These include a minimum of 61 credits taken to satisfy PPPM major requirements. The major in PPPM is organized into four parts: a common core, a concentration area, an internship, and a research paper written in a senior seminar.

Core (23 credits)

The core curriculum requirement is distributed as follows:

- Introduction to Planning and Public Policy (PPPM 301) .......................... 4
- Introduction to Public Service Management (PPPM 322) .......................... 4
- Public Service Policy and Programs (PPPM 323) .......................... 4
- Managing Public Money (PPPM 324) .......................... 4
- Applied Social Research (PPPM 413) .......................... 5
- Introduction to Public Law (PPPM 419) .......................... 4
- Electives may be substituted with the faculty advisor’s permission.

PPPM majors must take core courses for letter grades and pass them with grades of C- or better.

Concentration Area (16 credits)

Each student develops a concentration area, chosen to advance the student’s educational goals. The concentration area consists of four courses totaling at least 16 credits that address a coherent substantive area or set of competencies in the field of planning, public policy, and management. At least two of the courses must be taken in the PPPM department. The department's strengths lie in the areas of sustainable community development, environmental policy and management, health and social policy, policy analysis, and public and nonprofit management. The concentration area and courses in that area are chosen in close consultation with the undergraduate advisor and department faculty members whose interests coincide with that of the student.

Internship (12 credits)

During the internship, students explore their concentration areas outside the classroom. The
Internship cements academic work by allowing the student to apply ideas and concepts to real-world situations. Students can enroll in the required internship full-time for one term (thirty-five hours a week or ten weeks), or for eighteen hours for two ten-week terms. PPPM places students with a variety of federal, state, and local government agencies, with nonprofit organizations, and—when appropriate—with private firms. Internships are arranged through and supervised by the PPPM Internship director. Students earn 12 credits in Internship (PPPM 404).

Community Planning Workshop. Undergraduate students also have the opportunity to work on applied research projects through the PPPM Community Planning Workshop, which is described later in this section of the bulletin. Up to 6 credits in Community Planning Workshop (PPPM 419) may be applied to the internship requirement.

Senior Research Paper (6 credits)
Each student must research, write, and present a seminar paper during the senior year. The seminar paper can be on any topic approved by the faculty in charge of the senior research paper electives. Students are encouraged to choose a topic in their concentration area. The senior research paper is a three-term experience designed to be the capstone of the student's PPPM education.

To assist in the preparation of the seminar paper, each student must enroll in Research: Senior Paper-Thesis (PPPM 471) at least two terms before expected enrollment in the senior seminar. This research course is designed to help the student develop and explore the seminar paper topic. The student earns 2 pass/no pass credits in PPPM 401.

In the term immediately before the one in which the student expects to enroll in the senior seminar, the student enrolls in Reading and Conference: Senior Paper- Thesis (PPPM 628). In this course, the student prepares an extensive bibliography and detailed outlines of the seminar paper and the seminar presentation. The student earns 2 pass/no pass credits in PPPM 408.

As the final step, the student completes and orally presents the paper. Seminar presentations are open to the public. The student earns 4 pass/no pass credits in PPPM 409.

Graduate Studies
Programs for the master of community and regional planning (M.C.R.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.C.R.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 and planners, especially those in public agencies, need to develop a comprehensive understanding of the problems affecting communities in order to identify and solve them. This understanding must be broader than that provided by traditional urban planning, which is concerned with the physical development of land. The program must provide the student with an understanding of the social, economic, political, and physical characteristics of the community. The program must also provide the student with the skills and techniques needed to conduct research and develop policy recommendations. The program must also provide the student with the skills and techniques needed to conduct research and develop policy recommendations.

Students are expected to own or have access to a DOS-based computer. "Computer purchase plan available for students. More information is available in the department office.

Financial Aid
Approximately 40 percent of the students in PPPM receive some financial assistance (e.g., graduate teaching fellowships, work-study assistance). Twelve thousand dollars of research stipends 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. Through research appointments typically not offered until the student has been in a PPPM program for at least one term.

Graduate students are also eligible for fellowship awards granted by the faculty and privately endowed foundations, and loans from universities and federal student-loan programs. Information about grants and loans may be obtained from the Office of Student Financial Aid, 1278 University of Oregon, Eugene OR 97403-1278.

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.

Community and Regional Planning
The field of planning is concerned with rational and sensitive guidance of community and regional change. Planners are responsible for identifying and clarifying the nature and effect of planning decisions, and 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 the 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 concentration areas: community and regional development, environmental planning, and sustainable communities. The environmental planning area can be developed in consultation with a faculty adviser. The planning program emphasizes opportunities for students to gain field experience in development planning, resource management, and recreation and tourism development.
The planning program has strong ties with other programs on campus. Students often pursue concurrent degrees in planning and landscape architecture, business, economics, geography, international studies, or public affairs. See Concurrent Master's Degrees later in this section.

Preparation. Students interested in entering the planning program are strongly encouraged to complete a solid background in social science undergraduate program including courses in economics, sociology, geography, and history. 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 either an advanced undergraduate or a graduate-level introductory course in statistics as a pre- or corequisite to Planning Analysis (PPPM 513). No credit toward the M.C.R.P. degree is allowed for the statistics 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.

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 performance 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 the following:

1. A typewritten statement, prepared by the applicant, explaining why admission to the planning program at the UO is sought and what the applicant's expectations are from that field of study.

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.

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. Applicants generally are admitted for full term only. For more information, 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.C.R.P.; 33 of these credits must be taken in the program. The remaining 39 credits may be taken either in or outside the department, 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 or elective 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 two-term 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 projects include:

- Strategic plant for communities and regions
- Opportunities for small-business development
- Improving the economy and appearance of rural communities
- Survey research for community and regional assistance
- Housing-needs analysis
- Highway-improvement planning
- Farm-worker needs
- Watershed planning
- Tourism and recreation development

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 six-month period in the Community Planning Workshop (PPPM 690). 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 year. Last year a total of $30,000 in student stipends was awarded to twelve students.

Resource Assistance for Rural Environments

This AmeriCorps project trains and places under-graduate and graduate students to live and work in rural Oregon communities. Qualified students receive a monthly stipend and an educational award of $6,725 when they finish their service.

Course Requirements

The requirements for the M.C.R.P. degree follow.

Core

30 credits

Community Planning Workshop (PPPM 690) ................................................. 10
Introduction to Urban Planning (PPPM 617) .............................................. 4
Legal Issues in Planning (PPPM 612) .......................................................... 4
Planning Analysis (PPPM 613) ................................................................. 4
Planning Theory (PPPM 615) .................................................................. 4
PPPM computer short courses ................................................................. 3

Concentration Area

12 credits

Environmental Planning (PPPM 526) or Community and Regional Development (PPPM 545) or a course in sustainable communities ........................................ 4
Two additional courses selected from appropriate university offerings ......................................................... minimum of 8

Electives

15-25 credits

Thesis or Master's Project ................................................................. 5-12 credits
Student Research Colloquium (PPPM 690) ......................................... 2
Thesis (PPPM 593) or Terminal Project (PPPM 690) ...................... 3-10

Public Affairs

The professional master's degree program in public affairs is designed for people interested in 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 or 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 thirty-five are enrolled in the program teaching for entry- and mid-level policy and management careers in public service. Most public affairs graduate students have from two to five years of professional work experience. Enrollment and participation by undergraduate students is encouraged. To accommodate the working student, many graduate classes are offered in the late afternoon.

Program Characteristics

With faculty assistance, students can tailor programs 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 concentration area, such as human resource management, might be chosen.

Problem-oriented courses prepare students for public affairs. The major responsibilities that public managers face--making decisions. The program emphasizes the study of mechanisms for solving 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 and a concentration area 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 universities, departments or schools such as economics, environmental studies, political science, and journalism and communication.

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 of Planning, Public Policy and Management, 1209 University of Oregon Eugene OR 97403-1209
2. A comprehensive employment and education summary
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 grades in all courses taken for 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 may be from academic sources

Selection of program participants is based on evaluation of their academic performance and other evidence of intellectual attainment or promise, 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 or better.

Applications are accepted beginning September 15 for admission fall terms a year later. They are reviewed beginning February 1, and applicants are notified of admission decisions early in March. Students generally are admitted for fall term.

Master's Degrees
The department offers M.A. and M.S. degrees in public affairs. A minimum of 72 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 requires work in a common core, management processes, and a concentration area as well as a final project and an internship.

Core. Students admitted to the program are expected to develop skills, public interest values, and behaviors in community dynamic and change processes, policy-making processes, policy development, analysis and evaluation, quantitative analysis, human resources management, ethics, and financial management. Students begin working toward competence in the above areas by enrolling in a minimum of 4 graded credits in each curricular area of the core.

Concentration Area. Each student is expected to develop a concentration area, chosen with his or her career goals in mind. Courses in a concentration area chosen in consultation with the faculty advisor may be selected from any graduate-level offerings or campus. Students are required to take at least 16 credits in their chosen concentration area. More than one area 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, environment and resource management, criminal justice management, human services management, health services management, local government management, community development management, policy and program evaluation, and planning management.

Midprogram Review. All students undergo a midprogram review. After accumulating 30 to 38 graduate credits, students review their progress with their advisors. 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 final project are also agreed upon.

Final Project. Each student must write a thesis or complete a terminal project to fulfill degree requirements. Nine credits are awarded for a thesis, 5 for a terminal project. Two terms of a 1-credit research colloquium is also required.

Internship. Students are required to undertake the equivalent of a six-month (two-term) internship (PPPM 604) for 12 credits. Arranged through PPPM's internship director, this internship is offered pass/no pass (P/N) only. The requirements for the M.A. or M.S. degree in public affairs follow.

Course Requirements
Core 33 credits
Applied Methods in Planning, Policy, and Management (PPPM 620) 4
Public Finance Administration (PPPM 626) 4
Public Budget Administration (PPPM 629) 4
Public Policy Analysis (PPPM 630) 4
Leadership and Organizational Change (PPPM 639) 4
Human Behavior in Public Organizations (PPPM 644) 4
Quantitative Methods in Planning and Policy (PPPM 650) 4
Laboratory in statistical analysis software 1

Human Resource Management in the Public Sector (PPPM 660) 4
Internship 12 credits
Concentration Area Electives 16-20 credits
Final Project 7-11 credits
Student Research Colloquium (PPPM 690) 2
Thesis (PPPM 653 or Terminal Project (PPPM 639) 5-9

Concurrent Master's Degrees
Students may participate in a concurrent master's degree program. The fields of public affairs and planning draw on knowledge and expertise of other areas such as business, law, economics, political science, environmental studies, geography, landscape architecture, and architecture. The concurrent degree program allows students to enroll in two master's programs simultaneously in order to complete requirements for the two degrees in three years of course work. Students interested in this option should seek program advice from a member of the faculty. Students must be admitted to both programs and make special arrangements with both program directors.

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 and planning, public policy and management.

Address inquiries to Director, Environmental Studies Program, 5223 University of Oregon, Eugene OR 97403-5223. See also, in the Graduate School section of this bulletin, Individualized Program: Environmental Studies.

Micronesia and South Pacific Program
The Department of Planning, Public Policy and Management has developed opportunities for students and faculty members to study, work and teach in the Republic of the Marshall Islands, the Federated States of Micronesia, the Republic of Palau, and American Samoa through the Micronesia and South Pacific Program. The program has received funding from several federal agencies with responsibilities in the South Pacific Islands. These grants include an undergraduate study abroad program, long-term faculty affiliation programs between the University of Oregon and the three-country College of Micronesia and University of the South Pacific, and a technical assistance program. The assistance program enables advanced graduate students to work with government officials in the Pacific Islands on projects, identified by the government, that promote sustainable development in the country.

PLANNING, PUBLIC POLICY AND MANAGEMENT COURSES (PPPM)
199 Special Studies, [Topic] (1-6B)
301 Introduction to Planning and Public Policy (4) 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. M. Hibbard.
628 Public Finance Administration (4) Reasons for governmental intervention and analysis of revenue sources available to governments. Includes discussion of various taxes, intergovernmental transfer policies, debt financing, and user fees. Simonsen.

629 Public Budget Administration (4) 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. Simonsen.


635 Planning and Social Change (4) 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. Rocha.

636 Public Policy Analysis (4) Techniques in the policymaking process. Determining the impact of policies, comparing alternatives, determining the likelihood that a policy will be adopted and effectively implemented. Hostick.

640 Land Use Planning (4) 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. Ribe.

641 Land Use Law (4) Constitutional law issues (due process, equal protection), statutory constraints (antitrust, civil rights), and procedural aspects of planning and land use regulation. Luke.

644 Human Behavior in Public Organizations (4) 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.

652 Public Land Law (4) The legal and sociopolitical issues involved in public land management. Prereq: PPPM 612 or instructor's consent.

656 Quantitative Methods in Planning and Public Policy (4) Develops skills in quantitative analysis. Emphasizes selecting appropriate analysis procedures and properly interpreting and reporting results. Prereq: recent introductory statistics course. Weeks.

658 Tourism and Recreation Resource Planning (4) 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. Not offered 1995-96.

660 Human Resource Management in the Public Sector (4) Principles, issues, and practices of public personnel administration. Addresses recruitment, selection, evaluation, compensation, employee development, and labor relations within the distinctive context of public organizations.

670 Ethics and Public Affairs (4) 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. Not offered 1995-96.

678 Evaluation Research (4) 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. Not offered 1995-96.

690 Student Research Colloquium (1-3) PIN only. Presentation by advanced master's degree candidates of designs and conclusions resulting from thesis research projects. R for maximum of 3 credits. J. Hibbard, Povey.
268 Gilbert Hall  
Telephone (503) 346-3300  
Timothy W. McGuire, Dean

FACULTY


ABOUT THE COLLEGE

The Charles H. Lundquist College of Business (LCB) offers programs of study leading to bachelor's and doctoral degrees in accounting, a bachelor's degree in business administration; master's and doctoral degrees in decision sciences, finance, management, and marketing; a master's of business administration; and an interdisciplinary master's degree in industrial relations. These 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 30 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 and named the Charles H. Lundquist College of Business in 1994. Its undergraduate programs were accredited in 1923 and its graduate programs in 1962 by the American Assembly of Collegiate Schools of Business. Details about 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 NorthWest Human Resource 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.

LCB Computing Facilities

The Charles Business Computing Laboratory provides LCB students and faculty members with continuing support for their educational needs through professional staff assistance and access to computer hardware and application software. Both undergraduate and graduate students have the opportunity to use computer technology in their business courses. The LCB facility consists of four microcomputer laboratories linked via Novell Netware with full access to Internet services. Software for word processing, spreadsheets, statistics, and other discipline-specific applications are available to LCB students. The Hewlett Packard Instructional Laboratory offers Windows-based 386 and 486 computers. The Widlif Instructional Laboratory students may reserve time for instructor-led training on Windows-based computers. The Autzen Foundation Laboratory houses facilities for graduate students who want to use either Windows-based or Macintosh computers. The Douglas Strain Desktop Publishing Area offers high-end equipment such as full-page color graphic scanning and manipulation on the Pentium 90 platform. All the machines offer access to laser-quality printers for professional business output. Remote access to several on-line databases and library catalogs is available.

Overseas Study Programs

Students in University of Oregon overseas study programs enroll in courses with subject codes 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 opportunity to study business management abroad. Overseas study programs in business are 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 International Business in the Undergraduate School of Business.

Research

The Lundquist College of Business 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 availability of research funds as well as grants and contracts from foundations, government agencies, and the business community.
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 or business administration.

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 a second bachelor’s degree in business.

A student may not receive two degrees simultaneously (e.g., a B.A. and a B.S.) but may complete two or more majors for the same degree in two UO schools or colleges. Students must satisfy the upper-division core and major requirements 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 Lundquist College of Business as a major is possible only after junior standing has been attained. 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 accounting or business administration.

To be eligible for admission as a major, a student must have completed the university writing requirement and the prebusiness core (described under Lundquist College of Business Requirements). A minimum grade point average (GPA) of 2.75 in all college-level work attempted and in the prebusiness core is 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.

International students must have a Test of English as a Foreign Language score of 575 or have completed the Supplementary English Language Training Program.

Honor College
Prebusiness students admitted to the Robert D. Clark Honors College may substitute certain honors college courses for Lundquist College of Business prebusiness core requirements. See the Student Affairs 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 deadlines are fall term: April 10, winter term: October 10. Late applications are not accepted.

Applicants must have completed or be close to completing entry requirements before they apply. Any applicant who is uncertain about meeting the college’s GPA requirements should complete all the requirements before applying.

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 transferring. Students transferring before admission requirements have been completed 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.

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 undergraduate and graduate bulletin for the last year of attendance has expired.

Second Bachelor’s Degree
Students who have a bachelor’s degree in a discipline other than business and who want a second degree in a field of business must be admitted to the university as postbaccalaureate nonmatriculated students. Transcripts of previous college work must be sent directly to the Lundquist College of Business, 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 admission requirements and follow the same application process as first-degree candidates.

Students are given prebusiness status until admission requirements are either completed or waived because of prior course work. Second-degree students must complete the same upper-division requirements as first-degree candidates. The Second Bachelor’s Degree section of this bulletin, under Registration and Academic Policies, lists university requirements for a second bachelor’s degree; the LCB student services office, in 271 Gilbert Hall, distributes information about Lundquist College of Business requirements.

Degree Requirements
To receive a degree in the Lundquist College of Business, 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 LCB 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. Lundquist College of Business majors, although in a professional school, must meet the same group requirements as students in the College of Arts and Sciences and must qualify for either the B.A. or the B.S. degree. Refer to the Registration and Academic Policies section of this bulletin for specific requirements for bachelor’s degrees and for general education and university requirements.
**Nonmajors**

Students with junior standing may enroll in the 300-level business courses in the upper-division core. Only admitted majors or admitted minors in the Lundquist College of Business may enroll in other 300- and 400-level business courses. Nonmajors can enroll in other 300-level business courses after the initial registration period.

**Student Advising**

The LCB advising service for business students is in 271 Gilbert Hall. Current information about admission and degree requirements is available there for majors in the Lundquist College of Business and for the Business Administration minor. A bulletin board outside this office contains information about policies, upcoming activities, scholarships, and other information of interest to business and prebusiness students.

Students are held responsible for information required for admission and must check it once a week to ensure 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.

**LUNDQUIST COLLEGE OF BUSINESS REQUIREMENTS**

- **Calculus for Business and Social Science II (MATH 241, 242)**
- **Introduction to Methods of Probability and Statistics (MATH 243)**
- The OU writing requirement is prerequisites for admission.

**Prebusiness Core**

The prebusiness core courses must be taken for letter grades. A 2.75 GPA and a minimum grade of C- in these courses is required for admission.

The following courses or their equivalents must be taken prior to admission as a major in the Lundquist College of Business:

- **Introduction to Business (BE 101)**
- **Introduction to Economic Analysis: Microeconomics (EC 201)**
- **Introduction to Economic Analysis: Macroeconomics (EC 202)**
- **Introduction to Accounting I (ACTG 211)**
- **Introduction to Accounting II (ACTG 212)**

**Computer Literacy**

Computer literacy is required for all business students. It is defined as the ability to use software packages— including spreadsheet, database, and word-processing applications—on a microcomputer with minimal tutorial assistance. The LCB advising office in 271 Gilbert Hall maintains a list of courses that 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 Chiles Business Computing Laboratory concerning minimum specifications and compatibility with college hardware and software. Significant discounts on the purchase of certain microcomputers are available to university students.

**Upper-Division Core**

The following courses are required of all majors:

- **Economic Foundations of Competitive Analysis (FINL 311)**
- **Marketing Management (MKTG 311)**
- **Financial Management (FINL 316)**
- **Management and Organizational Behavior (MGM 321)**
- **Global Legal, Social Environment of Business (BE 325)**
- **Business Statistics (DSC 330)**
- **Concepts of Production and Operations Management (DSC 335)**
- **Strategic Management (MGM 453)**

**Residence Requirement**

Students must take a minimum of 44 upper-division credits in business in regularly scheduled LCB courses. With the department head's approval, 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 80 credits in business and economics. These courses must be in the Lundquist College of Business or the UO Department of Economics or be approved by the LCB director of undergraduate programs.

**Studies in Other Disciplines**

Students must earn at least 90 credits in courses taken outside the business college. These 90 credits include required general-education and breadth course work listed below.

**Nonbusiness Breadth Requirement**

Complete 24 credits in a coherent body of courses, excluding first-year languages, related to the student's career goals. A nonbusiness minor meets this requirement. LCB student services offers alternatives or assistance in planning individualized programs.

**Global Context for Business Decisions**

Complete three courses that focus on international, historical, political, economic, or social issues. Language courses beyond the first year are eligible.

**Grading**

Upper-division courses, except two 300-level courses in the upper-division core, may be taken for letter grades and pass/fail with grades of C- or better.

See the Registration and Academic Policies section of this bulletin for an explanation of the university’s grading systems.

**Majors**

Each student must complete a major in either accounting or business administration. Students cannot complete two majors in the Lundquist College of Business.

**Accounting**

In addition to the general requirements of the Lundquist College of Business, accounting majors must complete the following courses. Of the 36 required credits, 24 upper-division credits must be taken at the University of Oregon.

- **Accounting Information Systems (ACTG 320)**
- **Financial Accounting Theory I (ACTG 330)**
- **Financial Accounting Theory II (ACTG 372)**
- **Cost Accounting (ACTG 280)**
- **Auditing Concepts (ACTG 440)**
- **Advanced Financial Accounting (ACTG 450)**
- **Introduction to Federal Taxation (ACTG 470)**

One permanently numbered 400-level accounting course.

**Business Law (BE 620) or one permanently numbered 400-level DSC or ACTG elective**

**Business Administration**

In addition to the upper-division core, students must complete seven courses from at least three LCB departments. Four of these courses may be taken in one of the concentration areas listed below:

**Finance Concentration**

16 credits

- **Financial Markets and Investments (FINL 339)**
- **Financial Institutions and Markets (FINL 462)**
- **International Finance (FIN 405)**
- **Financial Analysis and Valuation (FINL 478)**

**Management Concentration**

16 credits

- **Human Resource Management (MGM 415)**
- **12 credits selected from: Leadership in Organizations (MGM 416), International Management (MGM 425), Small Business Management (MGM 415), Organization Design and Change (MGM 441), Corporate Entrepreneurship (MGM 450), Experimental Courses (MGM 410), other upper-division management electives.**

A list of management courses is available in the department office.

**Marketing Concentration**

16 credits

- **Marketing Strategy (MKTG 490)**
- **12 credits selected from: Consumer Behavior (MKTG 400), Marketing Research (MKTG 390), Marketing Communications (MKTG 420), Marketing Channels and Distribution (MKTG 440), Sports Marketing (MKTG 450), International Marketing (MKTG 470), Selling and Sales Management (MKTG 480)**

**Entrepreneurship and Small Business Concentration**

16 credits

- **Cash Flow Management (ACTG 340)**
- **Either Small Business Management (MGM 435) or Entrepreneurship (MKTG 430)**
- **Two electives selected from Entrepreneurship (MKTG 430), Small Business Management (MGM 435), Venture Creation (MKTG 435), Case Studies in Small Business (MGM 440), Corporate Entrepreneurship (MGM 450)**

**International Business**

To better prepare for the challenges of the global marketplace, the following strategy is recommended:

1. Select six courses in the College of Arts and Sciences that focus on understanding the history, geography, and culture of a specific region of the world (e.g., East Asia, Western Europe)
2. Complete at least two courses in international economics
3. Fulfill the language requirement for the B.A. degree in a language relevant to the area of study
### BUSINESS ADMINISTRATION MINOR REQUIREMENTS

The Lundquist College of Business offers a minor in business administration, which is intended for students majoring in other disciplines who want courses in basic business management. Minor requirements are divided into lower- and upper-division components. Students must complete the lower-division courses before enrolling in upper-division courses.

#### LOWER DIVISION

- **Introduction to Business (BE 101)**
  - College Algebra (MATH 111)
- **Either Introduction to Economic Analysis: Microeconomics (EC 210) and Introduction to Economic Analysis: Macroeconomics (EC 220) or Business Economics (FINL 201)**
- **Introduction to Accounting I (ACTG 211)**

#### UPPER DIVISION

- **Marketing Management (MKTG 311)**
- **Financial Management (FINL 316)**
  - Management and Organizational Behavior (MGMT 320)
  - One upper-division business elective chosen from regularly offered Lundquist College of Business courses. Students admitted as business minors may register only for upper-division business courses that are required to complete the minor.

Students intending to pursue a minor in business administration should declare their intent in the PCB 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 2.00 overall GPA, no grade below a C- in the lower-division minor courses, and junior or senior 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 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 application for a degree has been received from the Office of the Registrar, the student is cleared for the minor in business administration.

### GRADUATE SCHOOL OF MANAGEMENT

272 Gilbert Hall  
Telephone (503) 346-3306  
Associate Dean  
Charles H. Lundquist College of Business

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 Lundquist College of Business. 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).

Activities of the Lundquist Center for Entrepreneurship and the Warneke Sports Marketing Center may be of interest to graduate students. The centers are described in the introductory section to the Charles H. Lundquist College of Business.

The Lundquist college participates in the Business Environment Learning and Leadership (BELL) program, which integrates environmental issues into the curriculum. Students may augment their M.B.A. with projects and courses offered by the Environmental Studies Program.

### CAREER SERVICES

Alexis Woods, Director

Career Services provides the resources and services needed by M.B.A. students to design and implement individual career plans. Workshops and counseling services focus on resume writing, networking, interviewing skills, negotiating, employment strategies, and internships. Special seminars and forums are scheduled by private industries and by public-sector organizations. The office is located in 309 Gilbert Hall. For more information call the director of career services at (503) 346-1589.

### MASTER’S DEGREE PROGRAMS

The Graduate School of Management offers course work 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.

#### Oregon Executive M.B.A. Program

**Executive Director**

The University of Oregon, in cooperation with Oregon State University and Portland State University, offers the two-year Oregon Executive Master of Business Administration (OEMBA) Program for employed mid-level executives. Classes are held in Portland one full day a week with an orientation program on the University of Oregon campus in the summer. In addition to meeting standard admission criteria, applicants to this program must have substantial managerial experience and corporate sponsorship. OEMBA courses are open only to students who apply and are admitted to this program. For more information, write or call the Executive Director, OEMBA Program, 19500 N.W. Gibbs Drive, Suite 140, Beaverton OR 97006-6907; telephone (503) 490-1570.

### M.B.A. Program

Wendy Mitchell, Director

The M.B.A. program provides a rigorous and challenging exposure to the concepts and techniques of successful management, preparing students for a variety of managerial positions in a wide range of industries and countries.

The Oregon M.B.A. program prepares managers to make the most of change. Students gain foundation skills and knowledge in accounting, decision sciences, finance, international business, and marketing while they learn how to identify, evaluate, and manage business opportunities. Students gain the skills to scan globally, think creatively, and act quickly and surely to discover and take advantage of the opportunities created by the rapidly changing business environment.

The University of Oregon M.B.A. program is based on the assumption that the student has no academic preparation in business administration. The program typically requires two years of study, and admission is by fall term only. See Accelerated Programs for information about the 4-1 Program.

Most M.B.A. students come to Oregon with an average of 4.5 years of work experience. Thirty-two percent are women, 60 percent hold a nonbusiness bachelor’s degree, and the average age is twenty-seven years (the range is twenty-one to forty-five years). Fifty percent of the students come from the West Coast and 35 percent are international, representing twenty countries. Oregon M.B.A. students work together in teams as they analyze cases and consult with local businesses, pooling problem-solving skills in a supportive environment. Small class size and an emphasis on group work ensure that students get to know one another well and develop solid working relationships and strong friendships. Students may choose to enhance their international education by studying abroad in Japan, France, the Netherlands, or Denmark.

The integrated first-year core requires students to address management decisions through an interactive, cross-disciplined approach. Case analyses, business simulations, group projects, and oral presentations are an integral part of many courses.

#### First-Year Requirements

**Fall Term**  
11 credits  
Introduction to Business Statistics (DSC 615) ....... 3  
Managerial Economics (FINL 612) ............. 3  
Accounting Concepts (ACTG 611) ............... 3  
Building Effective Management Teams (BA 636) ......................................................... 2

**Winter Term**  
13 credits  
Management Accounting Concepts (ACTG 612) ............. 3  
Managing Organizations (MGMT 611) ............. 3  
Market Dynamics and Segmentation (MCG 611) ............. 3  
Economic Policy and Financial Markets (FINL 614) ......... 3  
Communication and Implementation (BA 617) ......................... 1

**Spring Term**  
12 credits  
Business, Government, and Society (BA 611) ....... 3  
Marketing Management (MKTG 612) ............. 3  
Decision Management (DSC 613) ............. 3  
Financial Management (FINL 616) ............. 3
First-year 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. 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 advisor. Granting of waivers is based on either previous course work or examination, as determined by the department.

Second-Year Requirements

Fall Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two breadth electives</td>
<td>12</td>
</tr>
<tr>
<td>Two electives</td>
<td>6</td>
</tr>
</tbody>
</table>

Winter Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy and Policy Implementation (BA 625)</td>
<td>3</td>
</tr>
<tr>
<td>International elective</td>
<td>3</td>
</tr>
<tr>
<td>Two breadth electives</td>
<td>6</td>
</tr>
</tbody>
</table>

Spring Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breadth elective</td>
<td>3</td>
</tr>
<tr>
<td>Three electives</td>
<td>9</td>
</tr>
</tbody>
</table>

The second year of the M.B.A. program offers students the opportunity to shape their course work to fit their own needs and career goals. Students may either sample a broad range of functional areas or study one or two areas in depth.

All students in the two-year M.B.A. program must meet the following second-year requirements:

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 Lundquist College of Business 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 LCB 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 same course can also satisfy a breadth-elective requirement.
5. The remaining 6 credits should be in graduate-level courses within business or in related areas outside the Lundquist college. They must be approved by the student's adviser and by the M.B.A. program director.
6. 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

Admission to the accelerated master's degree programs is highly competitive. It is limited to students who have outstanding scholastic records as well as demonstrated potential for graduate study. Admission is for summer session or fall term.

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 their 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 49 graduate credits 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 Lundquist College of Business after the fifth year.

4-1 Program. The 4-1 program allows outstanding undergraduate business majors from an institution accredited by the American Association of Collegiate Schools of Business the opportunity to obtain a 49-credit M.B.A. degree in four years. Students admitted to this program have all but two of the first-year courses waived: Building Effective Management Teams (BA 616) and Communication and Implementation (BA 617).

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 other disciplines. The program is described under Institute of Industrial Relations in this section of the bulletin.

M.A. / M.B.A. Program. The University of Oregon makes available a concurrent degree program in which students receive both an M.B.A. degree and an M.A. degree in either international studies or Asian studies. To complete the two degree programs, a student may be accepted into both programs and satisfy both sets of degree requirements. However, because of considerable program overlap, careful planning may make it possible to earn the M.A./M.B.A. in twenty-seven months.

All M.A. degrees require foreign-language competence. The degree programs in international studies and Asian studies allow students to gain an in-depth understanding of the cultural, economic, and historical backgrounds of a particular region of the world. These features may prove attractive to students who are interested in an international business career.

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 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, 201 Law Center, and the director of the M.B.A. program in the Graduate School of Management, 272 Gilbert Hall.

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 M.A. degree requires competence in a foreign language. 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 amounts to satisfying the first-year M.B.A. required courses. The manner in which this 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 Lundquist College of Business.

2. Completion of a minimum of 47 graduate credits beyond the first-year M.B.A. required courses. These should include the following:
   a. A minimum of 18 credits of course work in the primary area of specialization. A majority of this work should be taken within the school. However, specialization is defined by a subject of study and is not limited to courses offered by one department or by the Graduate School of Management.
   b. A minimum of 12 credits of course work in a secondary area of study either in the Graduate School of Management or in a related field.
   c. A maximum of 15 credits in electives. A maximum of 9 credits of Thesis (580) can be taken at the approval of the student and the program committee. For students choosing to complete a thesis, the number of credits taken for the thesis is deducted from the required number of elective credits.
   d. A minimum of 27 credits in 500- and 600-level courses.
   e. A minimum of 27 graduate credits taken in the Graduate School of Management.

3. Approval of the proposed program of study by a program committee of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization is taken.
   a. The composition of the program committee must be approved by the LCB associate dean.
   b. An approved program of study must be filed with the associate dean before any courses beyond the common body of business knowledge can be taken.

4. If a thesis is undertaken, approval is required by a thesis committee of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization is taken.
   a. The composition of the thesis committee must be approved by the LCB associate dean. The thesis committee may have different members than the program committee.
   b. A thesis proposal must be approved in writing by all members of the thesis committee and submitted to the LCB associate dean.
before substantial work is undertaken on
the thesis.

C. In case of disagreement between thesis
committee members over the acceptability of
the thesis, the issue is resolved by an ad
hoc committee of at least three faculty
members appointed by the head of the de-
partment in which the majority of special-
ization has been taken.

5. Computer literacy. Details of this requirement
appear under the Undergraduate School of
Business.

Administration of Master's Degree
Programs

Fall Admission. Consistent with the goal of the
Graduate School of Management to educate in-
dividuals with the greatest potential for becom-
ing successful managers, the admission process
is aimed at admitting students who have demon-
strated their ability and potential to become re-
 sponsible, 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. Oral and written communica-
tion skills are important. Students should have a
demonstrated capacity for quantitative thinking
and be able to take an orderly, analytical approach
to solving problems and to generating alternative
solutions. The ability to take ideas from various
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 ac-
tions. Prior work experience is desirable but not
required.

Admission Criteria

More specifically, the admission process is based on
five 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 abil-
ity and potential. Recommendations should be
from people who have worked closely with the
applicants and can comment on their ability to
work with others, accomplishments, and potential
4. Completion of essay questions included in the
application package
5. Work experience and demonstrated leadership
ability

The applicant should also provide any other peri-
onal information for consideration.

Recent successful applicants have had an average
undergraduate grade point averages (GPAs) of
3.25, average GMAT scores of 575, and average
scores of 614 on the Test of English as a Foreign
Language (TOEFL).

Prerequisites. Courses in calculus, micro-
economics, and macroeconomics are prerequi-
sites 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, applicants are judged on
their academic abilities and potential; their po-
tential for leadership and management; and their
commitment, readiness, and motivation to com-
plete the program.

Full-time Status. Full-time M.B.A. students en-
rolled 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 fails no first-year
courses takes a minimum of 11 credits fall term, 13
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 a term to
be eligible for graduation. Students studying full
time must enroll for a minimum of 9 credits each
term.

Part-time Status. Unless otherwise designated,
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 sup-
porting documents should be received by the
Graduate School of Management by March 1 to
be guaranteed consideration for fall-term admiss.
ions. Late applications are considered if space is
available.

Program Planning. After a student has been ad-
mitted to the master's degree program, the Gradu.
ate School of Management assigns a fac-
tulty member as an adviser. Each student must
take a program approved by the adviser and the
director of the M.B.A. program prior to taking
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 adviser
and the M.B.A. program director may be filed.

Academic Performance. In addition to fulfilling
Graduate School requirements, a student en-
rolled 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 pro-
gram 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 perfor-
mance or program. A description of the prob-
ation policy and appeal procedures is available in
the graduate programs office.

General University Regulations. See the
Graduate School section of this bulletin for gen-
eral university regulations and information re-
grading registration, academic performance, and
other matters applicable to university graduate
students.

INSTITUTE OF INDUSTRIAL
RELATIONS

209D Gilbert Hall
Telephone (503) 346-5141
James R. Terborg, Director

The Institute of Industrial Relations offers an
integrated interdisciplinary program leading to a
master's degree in industrial relations. Students
interested in this program, which is approved by
the Graduate Council, should direct inquiries to
the program director. The program is the only one
of its kind in the Western United States.

Established in 1966, the program has about 500
graduates, many of whom occupy important posi-
tions in human resource management or labor
relations in management, or with unions and govern-
ment.

A primary program objective is development of
an integrative appreciation of human resource
opportunities and problems in industrial society
from the perspective of management, the behav-
ioral and social sciences, the context of union-
management relations, and from institutional
perspectives of public policy and national wel-
fare. In consultation with faculty members,
students plan an integrated program of required
and elective courses in management, economics,
the social and behavioral sciences, and other dis-
ciplines listed below. Basic courses for the pro-
gram include those in human resource manage-
ment, labor-management relations, the
industrial relations seminar, labor economics,
employment law, and appropriate work in social
and behavioral sciences.

The program leads to the master of science (M.S.)
or master of arts (M.A.) degree and re-
quires 60 credits of course work approved by the
faculty, or 52 credits with thesis. The program
must cover at least three disciplines, including at
least 6 credits in one discipline other than man-
gement. Prerequisites for the program are a
bachelor's degree, a course in principles of eco-
nomics, and an introductory undergraduate
course in statistics. Graduate Management
Admission Tests (GMAT) or Graduate Record Ex-
aminations (GRE) scores are required.

The program facilitates student internships in hu-
man resources with private or public institutions.
Availability of these opportunities varies from year
to year, and they are not a required element of a
student's program. Although students may be
admitted to and graduate from the program in any
of the four terms of the year, a fall term start is rec-
ommended.

Applicants must comply with Graduate School
application deadlines for each term as published in
this bulletin.

Required Courses

Business Administration. Seminar: Computer
Workshop (BA 607), Building Effective Manage-
ment Teams (BA 616) or equivalents

Economics. Labor Economics (EC 550)

Management. Seminar: Industrial Relations
(MGMT 607), Managing Organizations (MGMT
511), Employment Law and Legislation (MGMT
522), Human Resources Management (MGMT
624), Recruitment and Selection (MGMT 625),
Compensation Theory and Administration
(MGMT 636), Labor-Management Relations
(MGMT 639). Employment Law (LAW 660) may be substituted for Employment Law and Legislation with the instructor's written consent.

In addition, students are required to complete at least three of the following:

2. Motivation and Quality of Working Life (MGMT 631)
3. Employee Benefits (MGMT 633)
4. Designing and Changing Organizations (MGMT 641)

Students who do not hold bachelor's or master's degrees in business are required to complete, as part of their industrial relations elective, two of the following:

1. Accounting Concepts (ACTG 611)
2. Market Dynamics and Segmentation (KGKT 611)
3. Production Management (DSC 613)
4. Economic Policy and Financial Markets (FINL 640) or Financial Management (FINL 616)

**Elective Courses**

In addition to required courses, students complete course work in supporting disciplines by selecting courses in the social sciences and related areas. A sample of courses taken by students in the program is listed below. Each term students consult with the institute director 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 economics of industrial organization, the public sector, and public policy.

History: American Economic History (HIST 563, 564)

Law: Labor Law (LAW 559), Employment Law (LAW 660)

Management: International and Comparative Management (MGMT 647)

Political Science: Administrative Organization and Behavior (PS 512)

Psychology, Learning and Memory (PSY 533)

Human Performance (PSY 536), Attitudes and Social Behavior (PSY 556), Group Processes (PSY 557)

Sociology: Issues in Sociology of Work (SOC 546), Issues in Sociology of Organizations (SOC 547)

In addition to elective course work identified above, students may complete relevant work in other departments with the written approval of the institute director.

**DOCTORAL PROGRAMS**

**Larry E. Richards, Director**

The Graduate School of Management offers a program of advanced graduate study and research leading to the degree of doctor of philosophy (Ph.D.) for students preparing for careers in university teaching, research, and administration. The program is administered by the director of doctoral programs for the Lundquist College of Business, assisted by the Ph.D. programs committee consisting of three business faculty members and one doctoral student.

**Program of Study**

The Ph.D. typically requires four years of intensive study beyond the master's degree. Since the program focuses on developing competent scholars, the development of both teaching and research skills is heavily emphasized. Doctoral students are encouraged to assume primary teaching responsibility for an undergraduate course sometime during their program. In addition, they must demonstrate competence in scholarly research. Students are expected to work closely with faculty members whose interests are similar 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, behavioral, and financial accounting, auditing, cost analysis, and control for public, industrial, and governmental accounting.

Corporate Strategy and Policy: Examines organizations and integrated systems interacting with their environments. Emphasizes formulation and implementation of strategies that align an organization's internal strengths and weaknesses with its external threats and opportunities.

Decision Sciences: Emphasizes applied statistics or operations and production management. Related courses are available in computer science, mathematics, economics, and management science.

Finance: Focuses on financial economics as applied to financial management, financial institutions and markets, and investments. Related 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 including marketing theory, consumer and industrial marketing research and sales forecasting, management of product, pricing, promotion, and distribution.

Organizational Studies: Focuses on the behavioral and administrative aspects of organizations, including organizational behavior, organization design and effectiveness, organization–environment relationships, and administrative processes.

**Admission**

For admission to the doctoral program, the student must:

1. Satisfy the admission requirements of the Graduate School of Management and the Graduate School of the university.
2. Have completed the graduate work required for a master's degree (in exceptional circumstances a student may be admitted immediately after completion of a bachelor's degree).
3. Be recommended by the department with primary responsibility for the area in which the candidate expects to major and by the graduate program 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 to the Ph.D. program.

Most Ph.D. students receive financial support in the form of an appointment as a graduate teaching fellow. For 1995–96 typical appointments ranged from $4,000 to $4,700 and furnished a stipend ranging from $7,576 to $10,176, plus waiver of tuition. Graduate teaching fellowships 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 LCB director of doctoral programs.

**Degree Requirements**

The student's program must satisfy the requirements of the Graduate School of the University and the following requirements of the Lundquist College of Business.

The doctoral program typically requires four years of post-master's degree work, including two years in 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 major 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. first-year required 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 LCB director of doctoral programs. This requirement should be satisfied during the student's first year and before substantial work is begun in the primary concentration area.

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. Examination requirements for 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 pass, or no pass. On examinations given in separate and predesignated parts, the grade may apply to each subpart. All grades are A through C; 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 no longer 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 redesignate subpart in the following academic term, but not sooner than two months after the date of the initial attempt. If a comprehensive examination is not completed during fall or spring terms, a student may not be admitted to candidacy. Placement in candidacy 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 advisor. Before a dissertation 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 student'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.

Graduate 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 requesting that the graduate programs committee reconsider the termination.

Competence in a Primary Concentration Area. 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 departmental written comprehensive examination. To take the examination, the student must have completed most of the coursework required in the area.

The primary concentration area consists of nine courses specified by the department with primary responsibility for the area. At least three of the nine courses must be taken at the University of Oregon after admission to the doctoral program. The remaining courses were offered and listed above under Programs of Study. Programs involving interdisciplinary research may be accommodated within the primary areas.

Competence in Statistics and Research Methods. Students must complete four or more graduate-level courses in statistics beyond Introduction to Business Statistics (DSC 611) with grades of B or better. 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 the LCB director. Additional coursework must be approved by 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 617), 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 LCB director of doctoral programs. If the student elects decision sciences (applied statistics) as the primary area, an additional supporting area must be selected.

Responsibility for the Advancement to Candidacy. The student is advised 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.

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 requesting that the graduate programs committee reconsider the termination.

The advisory or dissertation committee vote must be transmitted in writing to the graduate programs committee, copied to the LCB director of doctoral programs, 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.

Waivers. Waiver of any of the above requirements is permitted only in exceptional instances and with the approval of the candidate's program committee, the Ph.D. program committee, and the director of Ph.D. programs. Under no circumstances can requirements of the Graduate School of the university be waived by the Lundquist College of Business.

Business Administration Courses (BA)

605 Reading and Conference: [Optional] (1-6R) R when topic changes
607 Seminar: [Optional] (1-5R) A current title is Computer Workshop.
610 Experimental Course: [Optional] (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.
616 Building Effective Management Teams (2) PIN only. Addresses all issues that management teams face including conflict resolution and working with difficult people.
617 Communication and Implementation (1) PIN only. Offers conceptual understanding and performance competencies for persuasive presentations.
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.
665 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.
667 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: [Optional] (1-6R) R when topic changes Offered only through the Oregon Executive M.B.A. Program.
707 Seminar [Topic] (1-6R) R when topic changes. Offered only through the Oregon Executive M.B.A. Program.

708 Workshop: [Topic] (1-6R) R when topic changes. Offered only through the Oregon Executive M.B.A. Program.

710 Experimental Course: [Topic] (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. Includes basic marketing concepts and philosophies, and brief exposure to macromarketing strategies. Offered only through the Oregon Executive M.B.A. Program.

718 Financial Analysis (3) Covers objectives, tools, methods, and problems of financial management. Includes 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 promotion, product 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. Includes marketing of new products, managing change, and dealing with 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, computer applications, 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) areas 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 data on parentheticals at the end of each entry is the first year on the University of Oregon faculty.

ABOUT THE DEPARTMENT

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 advisors who assist in curricular or career planning. Names of advisors are available in 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 advisor. All transfer students should see an accounting advisor before registering for pre-registration course work.

A 2.0 grade point average (GPA) in upper-division accounting courses taken at the university is required for graduation as an accounting major with a bachelors degree in accounting or for a bachelors degree in accounting.

The accounting major is described under Majors in the Undergraduate School of Business section of this bulletin.

ACCOUNTING COURSES (ACTG)

199 Special Studies: [Topic] (1-5R)

211 Introduction to Accounting (4) The accounting model and financial statements for external users. Cost information and uses in
management planning and control. Prereq: sophomore standing.

213 Introduction to Accounting II (4) Reporting of assets, equities, revenues, and expenses; budgeting, manufacturing costs, and product costs. Prereq: C- or better in ACTG 211, sophomore standing.


320 Accounting Information Systems (4) Role of information in modern organizations. Systems concepts, data-processing technology, transaction processing from recording to reporting, revenue and expenditure cycles, accounting controls, auditing systems. Prereq: C- or better in ACTG 211, 213 and in CIS 131, junior standing.

340 Cash Flow Management (4) Sources and uses of cash in the context of start-up and small firms. Emphasis on cash generated by operations and used for operations and growth. Secondary emphasis on valuation of sources of cash. Prereq: C- or better in ACTG 213, junior standing.


352 Financial Accounting Theory II (4) Concepts of recognition and measurement applied to a broad variety of business transactions. Applications of generally accepted accounting principles to specific transactions. Prereq: C- or better in ACTG 350, FIN 316, junior standing.

360 Cost Accounting (4) Development and communication of cost information to assist in planning, motivating managers, controlling costs, and evaluating performance. Prereq: C- or better in ACTG 213, junior standing.

401 Research: [Topic] (1-21R)

402 Thesis (1-21R)

405 Reading and Conference: [Topic] (1-21R)

406 Special Problems: [Topic] (1-21R)

407 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-21R)

409 Practicum: [Topic] (1-3R) P/N only

410/510 Experimental Course: [Topic] (1-4R)

415/515 Auditing Concepts (4) The audit environment, examinations of financial statements, and the audit process. Includes professional standards, audit sampling, and the audit profession. Prereq: C- or better in ACTG 320, senior standing; pre- or coreq: ACTG 352, or ACTG 630 and graduate standing.


451/551 Special Topics in Accounting (4) Coverage varies depending on interests of students and instructor. Topics may include issues in financial reporting, advanced accounting theory, accounting for nonprofit organizations, accounting history, international accounting. Prereq: C- or better in ACTG 352, senior standing; or ACTG 611, graduate standing.

460/560 Advanced Management Accounting (4) Application of cost accounting principles to modern management practices such as just-in-time and total quality management. Prereq: C- or better in ACTG 360, senior standing; or ACTG 612, graduate standing.

470/570 Introduction to Federal Taxation (4) Federal income tax law covering taxation of individuals, corporations, partnerships, estates, and trusts. Introduction to tax research and planning. Prereq: C- or better in ACTG 213, senior standing; or ACTG 612, graduate standing.

471/571 Advanced Federal Taxation (4) The importance of tax consequences that attach to common business transactions and how the tax law affects behavior of individuals and business entities. Emphasis on family financial planning. Prereq: C- or better in ACTG 470/570, senior or graduate standing.

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

505 Research: [Topic] (1-16R) P/N only

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

508 Reading and Conference: [Topic] (1-16R)

509 Practicum: [Topic] (1-3R) P/N only

510 Experimental Course: [Topic] (1-5R) Internatlonal Accounting is a recent topic.

511 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.

512 Management Accounting Concepts (3) Concepts and procedures of managerial accounting study of cost accounting, budgeting, and control issues in domestic and multinational corporations. Prereq: ACTG 611. Master's or doctoral degree candidates only.

517 Taxation Concepts (3) Basic taxation of individuals, property transactions, corporations, partnerships, estates and trusts. Prereq: ACTG 611 or instructor's consent.

523 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.

530 Financial Accounting I (3) Review of accounting theory, concepts, and principles. In-depth study of basic financial statements. Appropriate for nonmajors who want extensive coverage of financial accounting. Prereq: ACTG 611 or equivalent. Master's or doctoral degree candidates only.

531 Financial Accounting II (3) Financial accounting for assets, liabilities, and equities; emphasis on technical aspects of financial accounting. Prereq: ACTG 630. Master's or doctoral degree candidates only.


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 560 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 650, instructor's consent.

653 Development of Accounting Thought (3) The development of accounting including historical, methodological, and regulatory aspects. Contemporary trends in research. Prereq: ACTG 650 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.
DECISION SCIENCES
300 Gilbert Hall
Telephone (503) 346-3377
Larry E. Richards, Department Head

FACULTY

Emeritus

The date in parentheses at the end of each entry is the ﬁrst year on the University of Oregon faculty.

ABOUT THE DEPARTMENT
The undergraduate curricular 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. Although the Department of Decision Sciences does not offer a concentration area at the undergraduate level, all business college majors take a part of the upper-division core Business Statistics (DSC 250) and Concepts of Production and Operations Management (DSC 335). These courses are designed to introduce the major concepts and techniques of analytic decision making. Students who are interested in advanced work in this area should consider other courses oﬀered by the department.

DECISION SCIENCES COURSES (DSC)
199 Special Studies: [Topic] (1-5R)
335 Concepts of Production and Operations Management (4) Planning and control of manufacturing and service operations. Topics include forecasting, quality, capacity, facility location and layout, allocating resources, inventories, scheduling, and projects.
401 Research: [Topic] (1-21R)
403 Thesis (1-6R)
405 Reading and Conference: [Topic] (1-3R)
406 Special Problems: [Topic] (1-21R)
407 Seminar: [Topic] (1-3R)
409 Practicum: [Topic] (1-6R) P/N only
410/510 Experimental Course: [Topic] (1-4R)
455/555 Production Systems Analysis (4) Develops planning consistent with organization's business strategies. Includes development and timing of new products, new production and process technologies, production schemes for products and services.
460/560 Simulation of Business Operations (4) Computer simulation to analyze various business operations. Design and analysis of simulation experiments, data collection, model construction and validation, debugging in manufacturing and services. Prereq: DSC 335 or 613.
503 Thesis (1-16R) P/N only
601 Research: [Topic] (1-16R) P/N only
603 Dissertation (1-16R) P/N only
605 Reading and Conference: [Topic] (1-3R)
607 Seminar: [Topic] (1-3R)
608 Special Topics: [Topic] (1-12R)
610 Experimental Course: [Topic] (1-3R)
611 Introduction to Business Statistics (3) Accelerated study of business statistics; probability, estimation, hypothesis testing, simple and multiple regression analysis, nonparametrics. Prereq: calculus. Graduate students only.
612 Analytical Techniques in Management (3) Linear programming; problem formulation and interpretation, business applications of forecasting methods (regression and time series), computer management of data structures, integrated approach for decision-making. Prereq: calculus.
613 Production Management (3) Use of model-based systems for managers to plan, control, and improve efficiency of production systems. Topics include facility-capacity planning, inventory systems, and scheduling.
625 Quality Management (3) Case-discussion format includes statistical process control, organizational and management processes for directing organizational cultures and processes to achieve superior product and service quality. Company-quality audit expected. Prereq: DSC 611 or equivalent.
630 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 blocked designs. Prereq: DSC 611 or equivalent.
635 Applied Nonparametric Statistics (3) Statistical analysis when data do not conform to parametric assumptions. Tests using nonparametric, ordinal, and categorical data, e.g., ranked data, goodness-of-fit tests. Prereq: DSC 611 or equivalent.
638 Applied Regression Analysis (3) Theory and application of least-squares regression including model selection and diagnostics. Emphasis on managerial applications and decision-making. Prereq: DSC 611 or equivalent.
653 Applied Multivariate Analysis (3) Statistical reasoning that underlies the techniques of multivariate analysis. Multivariate analysis of variance, discriminant analysis, principal components, factor analysis, and canonical correlation. Prereq: MATH 242, DSC 635.
FINANCE

164 Gilbert Hall
Telephone (509) 316-3353
Larry Y. Dann and M. Megan Parch, Department Heads

FACULTY


The date in parentheses at the end of each entry is the first year on the University of Washington faculty.

ABOUT THE DEPARTMENT

The Department of Finance offers courses in finance, real estate, and business economics. Undergraduate students with majors in the Charles H. Lundquist College of Business, the department offers a concentration in finance. 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 in financial institutions and markets 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.

The concentration in finance is described under Majors in the Undergraduate School of Business section of this bulletin.

FINANCE COURSES (FINL)

199 Special Studies: (Topic) (1–2R)

201 Business Economics (4) Covers microeconomics: supply and demand, microeconomics: inflation, unemployment, economic growth, and international economics: trade, exchange rates, balance of payments. Primarily for business administration minors. Students who take FINL 201, EC 201, and UC 202 receive credit for only two of the three courses.

240 Survey of Real Estate (4) P/N only. Basics of buying, selling, and leasing real estate. Overview of real estate law, residential and commercial brokerage, real estate financing, and real estate administration. Not open to Lundquist College of Business majors, prebusiness students with junior standing or above, or students who have credit for FINL 341.

281 Personal Economic and Financial Planning (4) P/N only. Planning lifetime consumption and saving. Savings instruments include insurance, pension and retirement plans, deposits with bank or thrift institutions, real estate, stocks, and mutual funds. Not open to Lundquist College of Business majors or prebusiness students with junior standing or above.

283 The Stock Market and Investing (4) P/N only. Investments and the stock market, securities and approaches to security selection, portfolio composition and structure. Not open to Lundquist College of Business majors, prebusiness students with junior standing or above, or students who have credit for FINL 380.

311 Economic Foundations of Competitive Analysis (4) Analysis of market competition and its relation to product cost and pricing decisions by the firm. Organizational arrangements and control of economic activity. Prereq: EC 201, MATH 242, junior or senior standing. Students cannot receive credit for both EC 311 and FINL 311.

316 Financial Management (4) Corporate financial planning; selection among alternative investment opportunities, analysis of risk, funds distribution, and financing. Prereq: ACTG 213, junior or senior standing.

341 Financial Management of Real Estate (4) Real property and property rights; real estate industry and markets, locational analysis; management, subdivision and land development; financing land use decisions. Prereq: FINL 316, junior or senior standing.

380 Financial Markets and Investments (4) Financial markets and security investment decisions, analysis of risk and return, portfolio policies for individual and institutional investors, financial instruments. Prereq: FINL 316, junior or senior standing.

401 Research: (Topic) (1–2R)

403 Theses (1–2R)

405 Reading and Conference: (Topic) (1–2R)

406 Special Problems: (Topic) (1–2R)

410 Seminar: (Topic) (1–4R)

410/510 Experimental Course: (Topic) (1–4R)

446 Real Estate Finance (3) Mortgages, trust deeds and land contracts; financing techniques and costs of borrowing or leasing; the importance of real estate finance in a valuation framework. Prereq: FINL 341 or equivalent or instructor's consent.

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.

462 Financial Institutions and Markets (4) United States and world financial systems; interest rates and pricing of financial instruments; financial institutions and regulations, asset and liability management. Prereq: FINL 416, junior or senior standing.

463 International Finance (4) Analysis of currency exchange rates, behavior of payments, management of foreign exchange risk, risk and return in international investment. Prereq: FINL 416, junior or senior standing.

473 Financial Analysis and Valuation (4) Topics include working capital management, advanced capital budgeting issues, dividend policy, financing policy, lease financing, risk management, business valuation, and corporate acquisitions. Prereq: FINL 316, 380, senior standing.

495 Advanced Topics in Finance (4) Topics may include corporate governance, relationship investing, mergers and acquisitions, financial derivatives, bankruptcy and corporate restructuring. Prereq: FINL 360, 462, 465, 473 or instructor's consent, junior or senior standing.

503 Thesis (1–16R) P/N only

601 Research: (Topic) (1–16R) P/N only

603 Dissertation (1–16R) P/N only

605 Reading and Conference: (Topic) (1–12R)

607 Seminar: (Topic) (1–8R)

608 Special Topics: (Topic) (1–12R)

610 Experimental Course: (Topic) (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 economies.

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.

615 Financial Management (3) Analysis of risk, capital budgeting, dividend policy, financing mix, capital acquisitions, choosing capital decisions and their effect on the value of the firm. Prereq: one accounting course, FINL 611 or equivalent.

634 Real Estate Finance and Investment (3) Discounted cash flow analysis, using Lotus 1-2-3, to interpolate the present, institutional, and economic factors of real estate for value decisions. Prereq: FINL 616 or equivalent.

663 International Finance and Investment (3) International monetary system and its implications for exchange rate determinations. 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 equivalent 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 changes in financial markets. Prereq: FINL 614, 616 or equivalent 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 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, changing trends in the market, institutional investors, and portfolio performance evaluation. Prereq: FINL 683 or equivalent.
MANAGEMENT

219 Gilbert Hall
Telephone: (505) 546-3339
Alan D. Meyer, Department Head

FACULTY


David T. Doucette, visiting instructor (organizational behavior, international management); associate director, undergraduate program; B.S., 1975, Ohio State; M.A., 1989, Ph.D., 1992, Oregon. (1992)


Donald E. Lyle, senior instructor (human resources, small business management); director, business administration undergraduate programs; B.A., 1953, Washington (Seattle); M.B.A., 1976, Oregon. (1976)


Richard T. Mowday, Gerald B. Bawsh Professor of Management (organizational behavior, organization theory); B.S., 1970, San Jose; M.S., 1972, Ph.D., 1975, California, Irvine. (1977)


Richard M. Steiner, Regents Professor of International Management (organization theory, organizational behavior); interim vice provost, international affairs; B.A., 1967, Whittier; M.B.A., 1969, Southern California; Ph.D., 1973, California, Irvine. (1977)


James R. Terborg, Carolyn S. Chambers Professor of Management (organizational psychology, organizational behavior); director, industrial relations; B.A., 1970, Calvin; M.S., 1972, Eastern Michigan; Ph.D., 1975, Purdue. (1983)


Emeriti


Catherine M. Jones, professor emeritus; B.A., 1937, Iowa State Teachers; M.S., 1945, Oregon; Ed.D., 1964, Colorado. (1946)


The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

ABOUT THE DEPARTMENT

The Department of Management offers courses designed to prepare students for careers involving managerial responsibility in private and public organizations. Courses focus on such topics as organizational behavior, human resource management, organization design and change, corporate entrepreneurship, management of environmental issues, and international strategy. Requirements for the concentrations in management are described under Majors in the Undergraduate School of Business section of this bulletin.

MANAGEMENT COURSES (MGMT)


401 Research: [Topic] (1-21R)

405 Reading and Conference: [Topic] (1-21R)

406 Special Problems: [Topic] (1-21R)

407 Seminar: [Topic] (1-4R)

409 Practicum: [Topic] (1-21R) P/N only


415 Human Resource Management (4) Management of employee relations by an organization. Hiring and developing a productive work force in the context of the legal and competitive environment. Prereq: MGMT 321 or equivalent, junior standing.

416 Leadership in Organizations (4) Developing the skills needed to manage and lead organizations effectively. Includes working in groups, motivating others, communicating, using power and influence, and managing conflict. Prereq: MGMT 321 or equivalent.

420 International Management (4) Managing in cross-cultural settings, social problems associated with global planning, organizing, and controlling. Managing human resources in international operations. Prereq: MGMT 321 or equivalent.

435 Small-Business Management (4) General management principles for establishing and maintaining a small business. Adapting business strategies to a small-business environment. Prereq: junior standing.

440 Case Studies in Small Business (4) 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: MGMT 435, senior standing, instructor's consent.

441 Organization Design and Change (4) Designing organizational structures and processes for change, innovation, and decision making. Understanding organizational politics, policies, and evolution. Prereq: senior standing.

450 Corporate Entrepreneurship (4) Focuses on managerial efforts to identify, develop, and exploit new opportunities within existing corporations. The process of organizational innovation and the implementation of entrepreneurial strategies. Prereq: senior standing.

453 Strategic Management (4) Analysis of business decision-making that relates the total organization to its environment and determines long-term performance. Strategy formulation, implementation and control, organizational and external environmental analyses. Group projects. Prereq: ACTC 213, MKTG 311, FIN/316, MGMT 321, DSC 355, and senior standing.

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

601 Research: [Topic] (1-16R) P/N only

602 Supervised College Teaching (1-5R)

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

605 Reading and Conference: [Topic] (1-16R)

607 Seminar: [Topic] (1-5R)

608 Special Topics: [Topic] (1-16R)

610 Practicum: [Topic] (1-16R) P/N only

619 Experimental Course: [Topic] (1-5R) Recent topics include Arbitration, Global Strategy, Industry Analysis and Competitive Behavior, Training and Development.

611 Managing Organizations (5) Problems of managing people and groups in complex organizations. Behavioral science applications to decision-making, organization design, motivation and leadership, cultural diversity, political and symbolic behavior in organizations.

620 International Business Strategy (3) Focuses on the problems of operating across multiple political and cultural boundaries. Possible topics include corporate strategy, the role of multinational corporations, and international joint ventures.

631 Motivation and Quality of Working Life (3) Contemporary theories of work motivation, job performance and satisfaction, reward systems, goal setting, job design, sociotechnical system analysis, and organization change. Prereq: MGMT 611 or equivalent.


633 Employee Benefits (3) Principles of risk management; statutory benefits programs, health and medical expense insurance, pensions and retirement planning, employee stock ownership, profit sharing, and employee assistance plans. MGMT 634 recommended.

634 Human Resources Management (3) Understanding the policies and practices organizations develop to recruit successfully and use human resources effectively for competitive advantage within the constraints imposed by the social, legal, and economic environments. 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 and Changing Organizations (3) Developing strategies and structures that align organizations with their industry environments. Adapting to changes in technology, power structures, and competition. Planning and implementing changes in internal systems and processes. Prereq: MGMT 611 or equivalent.


645 Problems in International Business (3) Operation v. licensing control v. joint venture; taxation, labor, and marketing; managerial training and cooperation with national planning authorities; public development banks, and industrial corporations. MKTG 675 recommended.

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. Prereq: MGMT 611, DSC 611 or equivalent or instructor's consent. For Ph.D. and advanced master's degree students.

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. Prereq: MGMT 611 or equivalent or instructor's consent. For Ph.D. and advanced master's degree students.

672 Theory and Research in Organization and Management (3) Organization design as it relates to technological and environmental constraints, managerial policies and strategies, organization structure, and organization effectiveness. Focus on theory and research. Prereq: MGMT 611 or equivalent or instructor's consent. For Ph.D. and advanced master's degree students.

673 Theory and Research in Human Resources Management (3) Topics may include planning and analysis of human resource management systems, staffing, performance evaluation, training and development, reward systems, collective bargaining, and industrial relations theory. Prereq: MGMT 634 or equivalent or instructor's consent. For Ph.D. and advanced master's degree students.

MARKETING
375 Gilbert Hall
Telephone (503) 346-3345
Lynn R. Kahle, Department Head

FACULTY


Emeriti


The date in parentheses at the end of each entry is the year on the University of Oregon faculty.

ABOUT THE DEPARTMENT
The Department of Marketing offers courses in marketing and business environment. It provides undergraduates a concentration area in both marketing and in entrepreneurship and small business. The marketing concentration is designed to provide preparation for careers that address the relationship between the producer and the consumer. Examples of such careers include advertising, sales, distribution, and marketing research. Special attention is given to the contributions of the social 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.

The entrepreneurship and small business concentration is designed to prepare students for careers in start-up or small firms or in organizations that serve such firms. Examples include established family-owned firms, small businesses, new firms and financial, accounting, and other organizations that provide services to entrepreneurs and small firms. Special attention is paid to the unique problems encountered by such firms and the way general business principles and strategies can be adapted to make them applicable in this environment.

This concentration is described under Major in the Undergraduate School of Business section of the bulletin.

MARKETING COURSES (MKTG)

360 Consumer Behavior (4) Applications of social science concepts to the understanding of consumers and to the optimal delivery of products and services. Prereq: MKTG 311 or instructor's consent, junior standing.

390 Marketing Research (4) Design, implementation, analysis, interpretation, and reporting of research for marketing decisions. Hands-on experience with techniques for data collection, statistical data analysis, and communication of results. Prereq: MKTG 311, DSC 330 or instructor's consent.

401 Research. [Topic] (1-21R) Prereq: instructor's and department head's consent.

458 Reading and Conference. [Topic] (1-21R) Prereq: instructor's and department head's consent.

496 Special Problems. [Topic] (1-21R) Prereq: instructor's and department head's consent.

497 Seminar. [Topic] (1-4R) Prereq: instructor's and department head's consent.

499 Practicum. [Topic] (1-21R) P/N only. Prereq: instructor's and department head's consent.

410 S101 Experimental Course. [Topic] (1-4R) Prereq: instructor's and department head's consent.

423 Marketing Communications (4) Advertising, sales promotions, public relations, and personal selling. Emerging communication media. Legal regulations and ethical considerations. Mass media advertising. Media planning and promotional budgets. Prereq: MKTG 311 or 360 or instructor's consent.

430 Entrepreneurship (4) Techniques for discovering and evaluating opportunities, developing appropriate business concepts, determining and acquiring needed resources, and managing the start-up and growth phases of the enterprise. Prereq: MKTG 311.

435 Venture Creation (4) Addresses advanced skills necessary for business start-up and venture creation. Includes idea assessment, research, financial and feasibility planning, sales, and strategy. Prereq: MKTG 311, 430.
440 Marketing Channels and Distribution (4)
Marketing channel design and management.
Emphasis on the role of traditional channel intermediaries (retailers, wholesalers) and other marketing channel topics (franchising, logistics)
Prereq: MKTG 311.

450/550 Sports Marketing (4) Essentials of effective sports marketing. Includes research, segmentation, product development, pricing, licensing, and communication channels such as advertising, sales promotion, and publicity. Prereq: MKTG 311 or 611 or equivalent.

470 International Marketing (4) Analysis and development of marketing strategy and tactics for multinational and global markets. Prereq: MKTG 311.

480 Selling and Sales Management (4) Develops a working understanding of selling processes and sales management. Includes strategy development, organization, design, motivation, leadership, and performance analysis. Prereq: MKTG 311 or instructor's consent.

490 Marketing Strategy (4) Capstone marketing course. Primary focus on developing and implementing marketing strategies and determining their impact on customer satisfaction and profitability. Prereq: MKTG 311, senior standing. Mandatory only.

503 Thesis (1-16R) P/N only. Prereq: instructor's and department head's consent.

601 Research: [Topic] (1-16R) P/N only. 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: [Topic] (1-16R)

607 Seminar: [Topic] (1-5R) Prereq: instructor's and department head's consent.

608 Special Topics: [Topic] (1-12R) Prereq: instructor's and department head's consent.

609 Practicum: [Topic] (1-16R) P/N only. Prereq: instructor's and department head's consent.

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

611 Marketing Channels and Distribution (4) Marketing channel design and management.
Emphasis on the role of traditional channel intermediaries (retailers, wholesalers) and other marketing channel topics (franchising, logistics)
Prereq: MKTG 311.

612 Marketing Management (3) Focuses on the marketing management process including marketing mix and strategy development, implementation, and control. Prereq: MKTG 611.


640 Research (3) Marketing research as a tool for decision-making. Planning research projects; design, measurement, experimental and nonexperimental techniques, analysis and interpretation of data; reporting of research results. Prereq: MKTG 611, 612, DSC 611 or equivalent.

641 Advanced Analysis of Consumer Behavior (3) Behavioral science concepts used in the analysis of life-style patterns of the ultimate consumer; values and behavioral patterns of consumer segments and their significance for marketing. Prereq: MKTG 611, 612.

650 Marketing Communications (3) Business-related issues in effective interactive with consumers through such channels as advertising, publicity, and sales promotion. Prereq: MKTG 611, 612.

655 Marketing Problems and Policies (3) Relationship between marketing and other functional areas of a business. Emphasis on core analysis as a means of acquiring both planning and operational skills. Prereq: MKTG 660 and one other graduate course in marketing.

675 Multinational Marketing Management (3) Management of marketing activities in 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.

685 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) Historical, social, political, economic, and legal environments within which business operates. Interrelationships of major functional areas including management, finance, marketing, accounting, and international studies.

325 Global, Legal, Social Environment of Business (4) Legal and ethical regulations of business organizations—including their human resource, finance, production, marketing, and environmental function—in the United States and internationally. Prereq: junior standing.

401 Research: [Topic] (1-21R) Prereq: instructor's and department head's consent.

405 Reading and Conference: [Topic] (1-21R) Prereq: instructor's and department head's consent.

406 Special Problems: [Topic] (1-21R) Prereq: instructor's and department head's consent.

407 Seminar: [Topic] (1-4R) Prereq: instructor's and department head's consent.

409 Practicum: [Topic] (1-21R) P/N only. Prereq: instructor's and department head's consent.

410/510 Experimental Course: [Topic] (1-4R)

420 Business Law (4) Law of agency and business organizations including partnerships and corporations. Law of business transactions including contracts, Uniform Commercial Code, creditor-debtor relations, and international trade.


503 Thesis (1-16R) P/N only. Prereq: instructor's and department head's consent.

601 Research: [Topic] (1-16R) P/N only. 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: [Topic] (1-16R)

607 Seminar: [Topic] (1-5R) Prereq: instructor's and department head's consent.

608 Special Topics: [Topic] (1-12R) Prereq: instructor's and department head's consent.

609 Practicum: [Topic] (1-16R) P/N only. Prereq: instructor's and department head's consent.

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

611 Market Dynamics and Segmentation (3) Analysis of market demand and of factors that influence market demand and market segmentation. Application of advanced segmentation techniques to discover useful market segments. Prereq: DSC 611.

612 Marketing Management (3) Focuses on the marketing management process including marketing mix and strategy development, implementation, and control. Prereq: MKTG 611.


640 Research (3) Marketing research as a tool for decision-making. Planning research projects; design, measurement, experimental and nonexperimental techniques, analysis and interpretation of data; reporting of research results. Prereq: MKTG 611, 612, DSC 611 or equivalent.

641 Advanced Analysis of Consumer Behavior (3) Behavioral science concepts used in the analysis of life-style patterns of the ultimate consumer; values and behavioral patterns of consumer segments and their significance for marketing. Prereq: MKTG 611, 612.

650 Marketing Communications (3) Business-related issues in effective interactive with consumers through such channels as advertising, publicity, and sales promotion. Prereq: MKTG 611, 612.

655 Marketing Problems and Policies (3) Relationship between marketing and other functional areas of a business. Emphasis on core analysis as a means of acquiring both planning and operational skills. Prereq: MKTG 660 and one other graduate course in marketing.

675 Multinational Marketing Management (3) Management of marketing activities in 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.

685 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) Historical, social, political, economic, and legal environments within which business operates. Interrelationships of major functional areas including management, finance, marketing, accounting, and international studies.

325 Global, Legal, Social Environment of Business (4) Legal and ethical regulations of business organizations—including their human resource, finance, production, marketing, and environmental function—in the United States and internationally. Prereq: junior standing.

401 Research: [Topic] (1-21R) Prereq: instructor's and department head's consent.

405 Reading and Conference: [Topic] (1-21R) Prereq: instructor's and department head's consent.

406 Special Problems: [Topic] (1-21R) Prereq: instructor's and department head's consent.

407 Seminar: [Topic] (1-4R) Prereq: instructor's and department head's consent.

409 Practicum: [Topic] (1-21R) P/N only. Prereq: instructor's and department head's consent.

410/510 Experimental Course: [Topic] (1-4R)

420 Business Law (4) Law of agency and business organizations including partnerships and corporations. Law of business transactions including contracts, Uniform Commercial Code, creditor-debtor relations, and international trade.


503 Thesis (1-16R) P/N only. Prereq: instructor's and department head's consent.

601 Research: [Topic] (1-16R) P/N only. 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: [Topic] (1-16R)

607 Seminar: [Topic] (1-5R) Prereq: instructor's and department head's consent.

608 Special Topics: [Topic] (1-12R) Prereq: instructor's and department head's consent.

609 Practicum: [Topic] (1-16R) P/N only. Prereq: instructor's and department head's consent.

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

611 Market Dynamics and Segmentation (3) Analysis of market demand and of factors that influence market demand and market segmentation. Application of advanced segmentation techniques to discover useful market segments. Prereq: DSC 611.
102 Education Building
Telephone (503) 346-3408
Martin J. Kaufman, Dean

ABOUT THE COLLEGE

The mission of the College of Education, "making educational and social systems work for all," reflects a broad view of the profession, in which educators assume a variety of roles in schools, social service agencies, private enterprise, and communities. The college, which traces its origins to 1910, has established itself as a leading educational institution through its research of critical social and educational issues, development of innovative practices, and preparation of professional practitioners and educators.

Faculty members merge their nationally recognized research, teaching, and service activities to create an environment of professional education for the next century. Students join the diverse and accomplished faculty to become part of a learning community committed to educational improvement. Educational programs incorporate cross-disciplinary knowledge, effective field experiences, and extensive, collaborative research opportunities. The combination of high-quality students and the rich educational environment and resources of the college produces graduates who are recognized in their fields as prominent practitioners, educational researchers, college teachers, administrators, and policymakers.

Preparing Educators for the 21st Century. Recognizing the diversified and changing needs of future educators, the College of Education endeavors to enhance the capacity of families, schools, and communities to help individuals reach educational and vocational goals. Building upon its rich legacy and positioned for the coming century, the College of Education is a catalyst and resource for educational improvement in which a range of interests can be pursued. The College of Education seeks to achieve the following results:

- Family, school, and community experiences that ensure successful starts for children
- Interventions that reduce home, school, and community factors that put individuals at risk
- Service systems that identify and build on the interdependence of families, schools, and communities in meeting the educational, health, and social needs of children
- Curricula and instruction that are sensitive and responsive to individual educational needs
- Educational systems that foster organizational renewal and community support
- Educational and vocational transitions that enable children and youth to benefit from development and learning opportunities
- Adult educational systems that promote and support individuals as lifelong learners

Education for the 21st century requires skilled communicators, collaborators, and leaders who are capable of seeing beyond the classroom to the broad and changing educational contexts in which children and adults learn. Developing nurturing, and maintaining these skills are the foundations of the college's programs. Whether it is to obtain an initial teaching license, an advanced degree, or to increase professional effectiveness, the College of Education offers a range of options and opportunities to meet individual needs and achieve their personal and professional goals.

ORGANIZATION

The College of Education offers a wide range of degree, license, endorsement, and professional development programs in the Division of Learning and Instructional Leadership and its Division of Special Education and Rehabilitation. Both divisions are concerned with preparing professionals, advancing knowledge, and supporting educational systems to meet the developmental, educational, and vocational needs of learners.

Division of Learning and Instructional Leadership

170 Education Building
Telephone (503) 346-3481
Edward J. Kameenui, Associate Dean

The Division of Learning and Instructional Leadership comprises three academic programs: educational policy and management, foreign language teaching, and special-education exceptional learner. In addition, courses are available in teaching the gifted and talented and in the emerging area of learning systems technology. Each academic program in the division has its own admission and student evaluation procedures and program of study.

The mission of the division is to recognize, enhance, promote, and sustain instructional excellence. To accomplish this mission, the division prepares leaders for schools, colleges, and universities settings and organizations. Some of these leaders generate knowledge, tools, and model programs to improve instructional practice and student learning. Other leaders become teachers, principals, and other practitioners and consultants who design, deliver, manage, and lead programs that incorporate research knowledge about effective instruction, programs, and policies.

Division of Special Education and Rehabilitation

3501 Clinical Services Building
Telephone (503) 346-3891
Bill M. Walker, Associate Dean

The Division of Special Education and Rehabilitation serves the Center on Hoisington's six program areas: communication disorders and sciences, counseling psychology, special-education developmental disabilities, early intervention, school psychology, and interdisciplinary educational and special educational 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 (1) individuals who have disabilities and (2) people without disabilities who benefit from intervention from infancy through adulthood. It is committed to deemphasizing traditional categorical designations for exceptional individuals and clients. 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 and evaluate the effectiveness of these services. At all levels and in all programs, instruction carefully integrates results of current research and demonstration of competence.
ACADEMIC PROGRAMS

The college is reviewing and developing programs that integrate faculty expertise from the two divisions and emphasize interdisciplinary knowledge and preparation. The curriculum is designed to fit the needs of (1) preservice teachers seeking initial certification, (2) licensed teachers adding an endorsement area, (3) individuals pursuing advanced academic degrees, and (4) practicing professionals aspiring to increase their professional and personal effectiveness. Program offerings range from undergraduate and graduate courses and seminars to summer institutes and workshops. Weekend and evening courses are available in several areas to accommodate the needs of working professionals.

Licensure Programs

The College of Education offers, often in concert with other academic degree programs, programs leading to state licensure to practice in Oregon public schools. These licenses are conferred by the Oregon Teacher Standards and Practices Commission (TSPC), the agency authorized by the Oregon Legislative Assembly to issue licenses for teaching, personnel service, or administration in public schools. The TSPC issues appropriate licenses to applicants upon the university's recommendation that they have successfully completed the relevant program. College of Education licensure programs must be approved by the Oregon Teacher Standards and Practices Commission. Specific questions about licensure should be directed to the Licensing Office, 111 Education Building. The college offers several licensure programs. See specific areas of interest for more information.

Students interested in the graduate teacher-education program in music education should consult the School of Music: section of this bulletin. Although the College of Education no longer offers preparation for teachers in language arts, science, mathematics, and social studies, the university continues to offer strong subject-matter preparation in undergraduate degree programs in these areas. Students interested in careers in secondary teaching may obtain information about teacher education programs at other schools from the Office of Academic Advising and Student Services, 164 Oregon Hall.

Professional and Organizational Development Program

The College of Education is expanding its professional and organizational development services to support continuous educational improvement. The college collaborates with community and school leaders to design and implement educational reform and systemic change by expanding the knowledge and skills of teachers, building professional teams, developing and implementing effective teaching practices, and providing ongoing support for implementing change. Professionals associated with this program gain knowledge and skills through collaborative learning, simulated and authentic change processes, action research, and shared feedback about ongoing educational improvement in a dynamic setting. More information is available from the assistant dean, College of Education.

Admission

The College of Education follows general university policy in its admission procedures, as described in the Admission and Graduate School sections of this bulletin. Students transferring to the university from other institutions must meet university entrance requirements. Specific programs in the College of Education may have additional requirements for admission as well as limits on the number of students admitted to the program. Prospective students are urged to check admission requirements in the division or program area in which they intend to enroll. Specific programs (e.g., educational studies, foreign language, secondary education) may require a screening and admission process.

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 are enrolled in a program each term, a 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 stipend funding may be available to cover at least one year of study. Special programs require considerable consideration for aid. Information about graduate scholarships and loan programs is available from the Office of Student Financial Aid, 260 Oregon Hall.

CENTERS AND FACILITIES

Center for Advanced Technology in Education

Telephone (503) 346-3460

Director

The Center for Advanced Technology in Education is overseen by the Division of Learning and Instructional Leadership. The center coordinates programs that share interest in service and research into the use of microcomputers and other forms of technology in education.

Center on Human Development

Clinical Services Building, Floor 3

Telephone (503) 346-3581

Hill M. Walker, Director

The Center on Human Development (CHD) is a research and service unit within the Division of Special Education and Rehabilitation. It consists of a number of federally funded research, demonstration, training, and service activities that are organized within the several CHD project units described below. 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.

Child Development and Rehabilitation Center

Clinical Services Building, First Floor

Telephone (503) 346-3575

Robert E. Nickel, MD, Director

The Child Development and Rehabilitation Center is the UO 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.

Early Childhood Care and Parent and Child Education

Clinical Services Building, First Floor

Telephone (503) 346-3568

Judy Newman and Valerie Taylor Close, Co-directors

Early Childhood Care and Parent Education provide opportunities for speech-language pathologists, physical therapists, occupational therapists, and child and family educators 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.

Specialized Training Program

1715 Alder Street

Telephone (503) 346-5311

Robert H. Horner, Director

The Specialized Training Program, a research and development group affiliated with the Center on Human Development, develops, evaluates, and disseminates community-scale service systems for people with severe disabilities. Staff members serve federal and state grants that target four critical areas of community living:

• Vocational projects address employment options for people with severe disabilities. Efforts include research on procedures for job development, job analysis, training, natural support, and employer capacity development.

• Residential projects promote supported living. Research and demonstration grants are used to develop the training procedures, organizational models, and policies needed to integrate adults with severe disabilities.

• Educational projects develop elementary and secondary models for educating students with severe disabilities.

• Family support projects address the role of families with adolescents and adults who have severe disabilities.

Speech-Language-Hearing Center

Clinical Services Building, 350 L

Telephone (503) 346-3593

Lori Hornfeld, Director

The Speech-Language-Hearing Center 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. Undergraduate and graduate students participate in diagnostic and therapeutic activities under the supervision of certified speech-language pathologists and audiologists.

Western Regional Resource Center

Clinical Services Building, Second Floor

Telephone (503) 346-5641

Richard W. Zeller, Director

The Western Regional Resource Center is one of six regional resource centers funded to collectively serve the entire United States, its territories, and the Bureau of Indian Affairs. The center, a service and technical assistance project, is funded by the U.S. Department of Education, Office of Special Education Programs to work with

DeBusk Memorial Center

DEBUSK MEMORIAL CENTER 155 Education Building, Telephone (503) 346-5148 Elaine A. Wohlgeemuth, Director

DeBusk Memorial Center is a service, training, and research facility functioning as part of the Counseling Psychology Area. The center was named in honor of the pioneering work of B. W. DeBusk, who taught at the university from 1915 to 1957. He skillfully integrated findings from psychology, medicine, and education in diagnosing learning and behavior problems. The center continues this interdisciplinary approach. Its purpose is to provide assessment and counseling to a wide range of clients.

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.

ERIC Clearinghouse on Educational Management

Telephone (503) 346-5943 Philip K. Piele, Director

The Educational Resources Information Center Clearinghouse on Educational Management (ERIC/EM) is part of ERIC's nationwide network of information-processing and analysis centers. There are sixteen clearinghouses located across the country. One of the original units in the ERIC system, ERIC/EM has been located at the university since June 1966.

ERIC/EM'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 projects help synthesize what is most current and topical in the literature within its scope.

ERIC/EM'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.

ESCAPE

M111 Ehr Memorial Union, Telephone (503) 346-4351 Nadia Telsey, Director

The College of Education offers undergraduates an opportunity for hands-on learning and practicum credit through the ESCAPE Field Studies Program. ESCAPE links the campus to the community by offering placements in three divisions: human services, public schools (K–12), and outdoor school—environmental education. The leadership training division is designed for on-campus student leaders. Students who participate in outdoor school attend orientations and a debriefing first-time participants in the other two divisions attend weekly seminars and small-group meetings in conjunction with their field experience. Seminars and meetings enhance the student's volunteer experience. The student-run ESCAPE program offers leadership opportunities for members of its staff and those participating as coordinators of other volunteers. Training retreats emphasize the experiential learning; building communication skills and teach conflict resolution, consensus decision-making, and facilitation skills. Information about placements and staff coordinator positions is available in the ESCAPE office.

Institute on Violence and Destructive Behavior

Clinical Services Building, Floor 3 Telephone (503) 346-3591 Hill M. Walker, Director

In February 1995 the Oregon State Board of Higher Education approved the Institute on Violence and Destructive Behavior at the University of Oregon College of Education. The institute studies the conditions and factors related to the development and prevention of violence among children and adolescents. The Substance Abuse Prevention Program, directed by Richard G. Schaad, and the Peace Studies Program, directed by David A. Frank and Chemy N. Ryan, are affiliated with the institute. The institute provides an opportunity for students to connect their academic course work with research and community action.

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 and effective 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 and 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, policymakers, and other organizations. ISTE maintains strong geographical and regional affiliate memberships to support and respond to grassroots efforts to improve the educational use of technology. ISTE fosters an active partnership between businesses and educators in computer-based technology in education.


Oregon and National Career Information Systems

Telephone (503) 346-3521 Cheryl Buhl, Oregon Director Michael Neill, National Director

The Career Information System (CIS) is a research and service center established at the University in 1971 as an interagency consortium and recognized by the Oregon State Board of Higher Education. Using computer and print media, the CIS provides occupational and educational information to individuals, schools, and social agencies. Its purpose is to improve career choices and training opportunities.

Staff members assist Oregon agencies and schools involved in occupational counseling and education by compiling current occupational and educational information and by consulting with user agencies on use of career information in counseling and instructional programs.

Nationally, the center conducts a program of research, computer software development, and technical assistance to support institutions in the fifteen states in which it operates. The National Clearinghouse for the Association of Computer-Based Systems for Career Information is affiliated with the center. Career Information System services are available in schools and agencies throughout the state.

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 OSSC 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.

Academic Support Services

Telephone (503) 346-3403

The College of Education office maintains undergraduate and graduate student records and offers advising for degree and licensure completion. Specific questions about licensure should be addressed to Lysandt Cook, 111 Education Building, (503) 346-3528. Questions about student records and graduate degree programs should be addressed to Yvette Kooler, (503) 346-3527. Questions about
Talented and Gifted Institute for the Development of Educational Achievement

Terry Kneen, Coordinator

The College of Education offers direct assistance and support to its students and faculty through the Technology Education Center. The center provides computing and access to technology and training. Technological resources include three microcomputing systems, general application software, 500 education software titles, text and graphics scanning equipment, multimedia equipment, color laser printing, dot matrix printing, audiovisual equipment, and computer projection systems. The center's computers are on college and university networks and Internet. Students may sign up for an Internet electronic mail account, access the UO Library's on-line catalog, Lexis, and First Search data indexing system; and search the college's networked ERIC CD-ROM. The computers may be used to access large, public-domain libraries that contain a wide variety of educational and application software. Graduate students may sign up for research accounts on the university's VAXcluster system. Undergraduates may register for restricted VAXcluster accounts.

The Technology Education Center is open weekdays and some evening and weekend hours. Instructors may also use the center for training and demonstration activities. Training workshops and consulting are also provided.

UNDERGRADUATE STUDIES

The College of Education offers three undergraduate programs of study leading to a bachelor of arts (B.A.), bachelor of science (B.S.), or bachelor of education degree (B.Ed) with a major in educational studies or to a bachelor of arts or bachelor of science degree with a major in communication disorders and sciences. Students may also complete a minor in special education. Students interested in secondary school teaching are encouraged to coordinate their academic major with a special education minor.

MINOR IN SPECIAL EDUCATION

275 Education Building
Telephone (503) 346-5521
Kathleen Jungjohann, Coordinator

The minor requires completion of 24 credits in special education courses and approved electives. A core of 10 credits in required special education courses must be completed in addition to 14 credits in approved electives. Students complete the teaching preparation in a multidisciplinary concentration.

Careers. The special-education exceptional-learning program offers an undergraduate minor for students who plan to pursue a career in education, want to work in nonschool settings with individuals who have disabilities, or seek knowledge about people with special needs. The minor in special education provides student with the knowledge, experiences, and expertise to make them competitive applicants to graduate teacher education programs.

Application and Admission. Before applying to the minor program, students must complete Psychology of the Exceptional Individual (SPED 411) and Introduction to Exceptionalities (SPED 430) with grades of mid-B or better. Students who have a 2.00 grade point average (GPA) may apply. Enrollment is limited. Students are notified in writing whether they have been accepted into the minor program. Applications are available in 275 Education Building.

Minor Requirements

38 credits

Core Requirements 10 credits

Seminar: ESCAPE Special Education (SPED 407) .......................... 1
Practicum: ESCAPE Special Education (SPED 409) ......................... 3
Psychology of the Exceptional Individual (SPED 411) ......................... 3
Introduction to Exceptionalities (SPED 430) ......................... 3
Teaching Concentration 14 credits

Students concentrate on course work that meets prerequisites and some requirements for the graduate exceptional-learning program. Students may apply 10 credits of work in this concentration to requirements for the state Oregon handicapped learner teaching license. A separate application and additional requirements are necessary (B.A., bachelor of science (B.S.), or bachelor of education degree (B.Ed).)

Multidisciplinary Concentration 14 credits

In conjunction with their minor advisors, students select courses from special education (SPED), special education and rehabilitation (SVET), communication disorders and sciences (CDS), and other areas related to special education (e.g., music in special education) to develop a coordinated program.

See the Special-Education Exceptional Learner section of this bulletin for course listings.

COMMUNICATION DISORDERS AND SCIENCES

Clinical Services Building, Room 350L
Telephone (503) 346-3593
Ilsa E. Schwartz, Director, Undergraduate Studies

The undergraduate communication disorders and sciences (CDS) major is preprofessional and not intended as a terminal training program even though the student receives either a bachelor of science (B.S.) or bachelor of arts (B.A.) degree. To plan appropriately, the student must be certain that an initial adviser is assigned from the communication disorders and sciences faculty.

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 and abnormal 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-language-impaired individuals.
8. Participate in a range of practicum experiences in preschools, public schools, medical facilities, and other community settings.
9. Acquire and apply knowledge, skills, and competencies to work with speech-language-impaired individuals of varying social, cultural, linguistic, and socioeconomic backgrounds.
10. Learn and apply interpersonal and professional skills.

Central to the education of undergraduate and graduate students in communication disorders and sciences is the opportunity for supervised clinical experience. Several facilities are available. See the Communication Disorders and Sciences Graduate Studies section of this bulletin for descriptions.

The following minimum requirements are specified for students majoring in communication disorders and sciences.

Area Requirements 44 credits

Clinical Phonetics (CDS 240) .......................... 3
Acoustics of Speech (CDS 241) .......................... 3
Practicum: Observation; Assistance II (CDS 409) .......................... 3
Anatomy and Physiology of Speech and Language (CDS 411) .......................... 9

Multidisciplinary Concentration 14 credits

In conjunction with their minor advisors, students select courses from special education (SPED), special education and rehabilitation (SVET), communication disorders and sciences (CDS), and other areas related to special education.
Normal Speech and Language Development (CDS 458) .......................................................... 3
Articulation and Phonological Disorders (CDS 451) ................................................................. 3
Language Disorders (CDS 452) .................................................................................................. 3
Speech Perception and Disorders (CDS 463) ........................................................................... 3
Language Methods in the School (CDS 459) .......................................................................... 3
Fundamentals of Audiology (CDS 457) ................................................................................... 3
Audiological Assessment (CDS 458) ........................................................................................ 3
Audiological Rehabilitation (CDS 459) .................................................................................... 3
Admission
Students must complete, with grades of B- or better, CDS 240, 241, 442, and 450. Students who receive a grade of C- or lower in one of these courses may repeat the course to raise the grade. A grade of C- or lower in two or more of these courses prejudices further study in the program. Students must pass a departmental speech-language-hearing screening test before they are accepted as majors. After students complete all the undergraduate prerequisites and the screening test, they contact the program secretary to apply for major status.

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 who do not meet the requirements of an admission test or who do not have 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 practice.

In the event that enrollment in practice 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 practice that are required in professional employment. A supervised practicum involves both student training and client service. Before being admitted to the practicum, the student must demonstrate responsibility, maturity, and organizational skills.

Communication disorders and sciences courses are listed in the Communicating Disorders and Sciences graduate studies section of this bulletin.

EDUCATIONAL STUDIES

Telephone (503) 346-3405
Nancy Green, Director

Faculty
The date in parentheses at the end of each entry is the first year of the University of Oregon faculty.

Other faculty members in the College of Education contribute to educational studies according to their specialties.

The restructured major in educational studies addresses the growing educational needs of the state of Oregon. The educational studies major culminates in a bachelor of arts (B.A.) or degree (B.Ed.), or science (B.S.). The major prepares educators for a variety of roles— as instructional experts in an adult learning and technology context, as professionals working in social systems and human resource agencies, and as licensed professionals with several endorsements.

Admission
Students are admitted to the educational studies major for fall term each year. Application materials must be received in the Student Records Office, 112 Education Building, by January 15 for admission the subsequent fall term. Applicants are notified of admission decisions in writing on or before February 15. The major has limited enrollment; therefore, students who meet minimum requirements are not guaranteed admission. Considered in the selection process are qualities that reflect an individual's potential to contribute distinctively to the field of educational studies. These qualities include unique work or service experience, leadership potential, demonstrated ability to work with diverse populations, and maturity. The admissions committee has the option to waive any of the admission requirements if there is other evidence of an applicant's potential for success and contribution as an educational studies major. At the time of application, students must have completed with a cumulative GPA of 2.00 a minimum of 95 credits that include the 6-credit university writing requirement. Eight credits in each of the three general-education groups—arts and letters, social science, and science—and the 15-credit premajor core.

Application Procedures
Students seeking admission to the educational studies major must declare a specialization at the time of application. The specializations are (1) learning systems technology, (2) educational and social systems, and (3) integrated licensure. The application form is available in the Student Records Office, 112 Education Building.

Application Materials
1. College of Education application for the educational studies major.
2. Three letters of recommendation, one of which must be from a college or university instructor, that address the applicant's potential to succeed in the educational studies major
3. Official transcripts of all college and university work
4. Applicants to the integrated licensure specialization must submit evidence of passing all the sections of the California Basic Educational Skills Test (CBEST). Test information and applications are available in the Testing Office, 238 Student Health Center, or in the License Office, 111 Education Building.

Transfer Students
Transfer students should talk with an adviser in the College of Education's Office of Undergraduate Education about the transfer process. Students transferring to the University of Oregon apply to the University of Oregon Office of Admissions and are accepted as premajors if they meet the university's standards for admission. To be admitted to major status, transfer students must meet the College of Education requirements for admission. Professional education courses should be started no later than the junior year.

Advising
Each educational studies major is assigned a College of Education faculty adviser, who assists in planning the student's course of study. These assignments are made at a meeting of new undergraduate students during New Student Orientation. At other times students may go to the Office of Undergraduate Education, 103 Education Building, to request assignment of an adviser. Premajor students should schedule a meeting with their assigned adviser at least once a year to ensure that requirements are being met.

Course Substitution
In some cases students may submit a petition to substitute another course for a required one. Petitions are available in the License Office, 111 Education Building. Students must document that the proposed substitution substantially overlaps the University of Oregon required course. Documentation should include a catalog description of the course and a course syllabus if possible. Petitions must be approved by the Educational Studies Coordinating Committee.

Program of Study
The course work for the educational studies major is grouped into four categories: (1) university general-education requirements, (2) educational studies premajor core, (3) educational studies core, and (4) professional study in the area of specialization. All educational studies majors take the premajor and core courses. Recommended and required general-education and professional educational course work varies by specialization.

General-education Courses. General-education courses, typically completed by the end of the sophomore year, serve as liberal-arts prerequisites to sound professional study and practice. Students seeking the B.A. degree must complete a minimum of 36 credits—12 credits in each of the three general-education groups (arts and letters, social science, and science) as well as other university requirements described under Bachelor's Degree Requirements in the Registration and Academic Policies section of this bulletin. See that section for general-education requirements for a B.A. or B.S. degree.

Premajor Core. Educational studies premajor core courses are completed during the freshman and sophomore years. Students who anticipate applying for admission to the educational studies major must take the premajor core courses for letter grades and earn a cumulative GPA of 2.75 or better.

Premajor Core: 15 credits
Educational Issues and Problems (EDUC 111) .................................................. 4
Communication Using Computers (EDUC 114) .................................................. 4
Historical Foundations of Education (EDUC 211) .................................................. 3
Foundations of Learning and Intervention (EDUC 212) ........................................... 4

Core Courses. Educational studies core courses are distributed over the sophomore and junior years. In core courses students examine the comprehensive applications of education, develop awareness and understanding of applications of learning and intervention, and cultivate strategies for working with people, using educational research, and evaluating educational programs.
### Major Core
- **20 credits**
  - Applications of Learning and Intervention (EDUC 213) ... 4
  - Professional Communication and Collaboration (EDUC 714) ... 4
  - Organization and Policy (EDUC 311) ... 4
  - Introduction to Educational Research (EDUC 319) ... 4
  - Professional Specialization. Professional educational courses are typically taken in the junior and senior years.

### Learning Systems Technology Specialization
The learning systems technology specialization focuses on the design and application of technology-based information and learning systems in instructional and non-instructional settings, such as those found in business, industry, government, museums, and medical and health organizations. The course of study focuses on the design, development, and innovative use of instructional technologies including computer-generated multimedia, information networks, audiovisual media, hypertexts, and other forms of information transmission. Emphasis is placed on developing basic skills in instructional design, adult learning, organizational planning and management, and innovative problem solving.

Careers. Graduates find work as adult educators and training specialists, instructional designers, curriculum developers, educational media producers, distance education and information technology consultants, electronic network and customer support personnel, and writers of technical educational materials.

### Professional Courses
- **40 credits**
  - Instructional Design (EDUC 321) ... 4
  - Computer Applications in Communication LIIII (EDUC 322, 323, 324) ... 8
  - Seminar: Teaching Adults (EDPM 407) ... 4
  - Technology, Learning and Change (EDUC 421) ... 4
  - Effective Training Presentation Strategies (EDUC 422) ... 4
  - Elective seminars (407) or experimental courses (410) or other College of Education courses with adviser’s consent ... 8
  - Special Problems (EDUC 486) devoted to senior project ... 4

The senior project may be either a field-based project arranged with a private agency, business, or industry or a special project developed under the guidance of the student’s adviser or learning systems technology faculty member.

### Educational and Social Systems Specialization
The educational and social systems specialization examines the professional relationship among social problems, policies, and practices and with design, management, and evaluation in a variety of social systems. Students are prepared to bring the skills and perspective of the educator to the delivery of human services. They gain a broad understanding of learning and intervention, professional communication and collaboration, educational and social-system structures and policies, and creative problem solving and decision-making. Building on this foundation students learn specialized knowledge and skills in individual, small-group, and family interventions; organizational data gathering and record keeping; strategies for facilitating group and collegial interaction; and methods for stress prevention and reduction.

Careers. Graduates find work as counselors, case workers, employment and vocational specialists, group workers, and residential care providers in child protection services, justice systems, corrections, mental health, and drug and alcohol rehabilitation and treatment. Some pursue advanced study in the areas of education social work or counseling psychology.

### Professional Courses
- **33 credits**
  - Interventions with Individuals and Families (EDUC 330) ... 4
  - Information in Organizations (EDUC 381) ... 2
  - Supervised Field Experience (EDUC 332) ... 12
  - Change in Educational and Social Systems (EDUC 430) ... 4
  - Self-in-Role (EDUC 431) ... 2
  - Senior Field Experience (EDUC 432) ... 9
  - Professional Short Course (EDUC 433) ... 3
  - Approved elective ... 3

### Integrated Licensure Specialization
The integrated licensure specialization seeks to prepare a new type of educator. Unlike traditional students in a specific discipline or area of education, individuals completing the integrated licensure specialization (1) broadly prepared through interdisciplinary experiences, (2) able to serve the full range of students in Oregon’s elementary schools, and (3) capable of delivering a diversified curriculum to accommodate individual differences. To satisfy UO and TSPC requirements, students must design their general-education course work strategically.

Careers. Students who complete the integrated licensure specialization within the educational studies major at the University of Oregon will be recommended for an integrated teaching license with concentrations in hand-capped learner and elementary education following completion of the fifth year of studies and field experiences. The program, open only to these students, leads to a third endorsement in diverse learner, early childhood, or reading and literacy.

### Subject Matter Courses
- **62 credits**
  - Cultural Geography (GEOG 103) ... 4
  - College Algebra (MATH 111) ... 4
  - College Composition (WR 124) and College Composition II or III (WR 122, 123) ... 6
  - Fundamentals of Elementary Mathematics I, II (MATH 211, 212, 213) ... 9
  - United States (HIST 200 or 201) ... 6
  - Children’s Art Laboratory (AAS 425) or approved art course ... 4
  - The General Music Program: Elementary (MUE 476) ... 3
  - Physical Education for Fitness Learners (EDUC 440) ... 4
  - Biological course with laboratory ... 4
  - Physical science ... 3
  - Health education ... 3
  - Additional social studies ... 12
  - Additional science ... 12

### Professional Courses
- **46 credits**
  - Seminar: Integrated Licensure I (EDUC 407)**... 1
  - Practicum: Integrated Licensure I (EDUC 409)** ... 2
  - Issuers in Bilingual and Multicultural Education (SS 415) ... 4

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**Classroom Assessment Procedures (SPED 427)** ... 3
**Child and Adolescent Development (EDUC 441)** ... 3
**Curriculum and Teaching Design (EDUC 442)** ... 3
**Content-Area Methods (EDUC 443)** ... 3
**Research in Educational Procedures (EDUC 444)** ... 4
**Mathematics Instruction: Principles and Procedures (EDUC 446)** ... 3
**Teaching Strategies (EDUC 448)** ... 3
**Learning Environments for Diverse Students (EDUC 449)** ... 3
**Providing Student Support I (EDUC 450)** ... 3
**Normal Speech and Language Development (CIDS 450)** ... 3
**Curriculum and Teaching Design II (EDUC 452)** ... 3

For more information, write to the Director of Educational Studies, College of Education, 1215 University of Oregon, Eugene OR 97403-1215.

### Educational Studies Courses (EDUC)

Although few courses in this new program are offered in 1993-94, most courses will be taught as students in the program progress.

**111 Educational Issues and Problems (EDUC 310)** ... 6
Examination of specific issues and problems confronting educators. Compares and contrasts the different approaches to the questions in which society defines and deals with educational issues and problems.

**114 Communication Using Computers (EDUC 311)** ... 6
Introduction to information-age issues: communication among people and information sources; design, editing, and use of messages that are represented, stored, processed, and transmitted digitally.

**196 Field Studies: Topic** (1-2R)

**198 Workshop: Topic** (1-2R)

**199 Special Studies: Topic** (1-5R)

**211 Historical Foundations of Education (EDUC 411)** ... 3
Historical examination of social, intellectual, and institutional foundations of American education. How educators translate institutionalized beliefs about heterogeneous groups into educational policy and practice.

**212 Foundations of Learning and Intervention (EDUC 412)** ... 4
Examination of the foundations of learning and intervention in a wide range of educational and social systems including schools, families, and both commercial and social organizations.

**213 Applications of Learning and Intervention (EDUC 413)** ... 4
Examination of the applications of learning and intervention in a range of educational and social systems including schools, families, and both commercial and social organizations.

**214 Professional Communication and Collaboration (EDUC 414)** ... 4
Effective communication skills for the workplace. Examination of the sending and receiving of communicative messages. Exploration of the impact of the mass media and of organizational culture on communication.

**311 Organizational Structures and Policymaking (EDUC 411)** ... 4

**312 Introduction to Educational Research (EDUC 412)** ... 4
Use of research to inform practice in human-service professions. The literature review process: identifying relevant literature, evaluating
421/521 Technology, Learning, and Change


452 Senior Field Experience (9) Pr/N only. Participation in activities in public or private community human-service agencies and organizations under faculty supervision. Prereq: instructor's consent; coreq: EDUC 433, Majors only. Not offered 1995–96.


498/598 Learning Environments for Diverse Students (3) Information and procedures for teachers concerning creation and maintenance of effective learning environments for a diverse student body. Not offered 1995–96.

449/549 Providing Student Supports I (3) Covers issues related to providing students with individually needed support required for a successful school experience. Includes communication, behavioral and emotional, health and physical, cultural and family support. Prereq: EDUC 445/545; pre- or coreq: EDUC 444/544. Not offered 1995–96.


452/552 Management and Professional Interaction (3) Focuses on the school as a diverse community of learners and on teachers' professional relationships and leadership responsibilities; practical experience in collaboration and professional management. Prereq: EDUC 440/540; pre- or coreq: EDUC 441/541. Not offered 1995–96.
COMMUNICATION DISORDERS AND SCIENCES

Clinical Services Building, Room 350L
Telephone (503) 384-3560
Ilsa E. Schwarz, Area Head

FACULTY


Lisa Lechter-Glenbo, assistant professor (child language), M.S., 1985, South Florida; Ph.D., 1988, Minnesota. (1990)


The deadline for accepting all of these is the first year at the University of Oregon faculty.

ABOUT THE PROGRAM

The CDS bachelor's degree program is described in the College of Education Undergraduate Studies section of this bulletin.

GRADUATE STUDIES

The Communication Disorders and Sciences Area offers master's and doctoral degrees. The communication disorders and sciences program offers all the courses required for the American Speech-Language Hearing Association (ASHA) certificate of clinical competence (CCC) in speech-language pathology. Students may also complete course work that makes them eligible for a basic Oregon teaching license in speech impaired by following an approved program. The doctoral degree program emphasizes advanced scholarship, Central to education of undergraduate and graduate students in communication disorders and sciences is the opportunity for supervised clinical experience in clinics, school, and hospital settings.

Accreditation. The master's degree program in speech-language pathology is accredited by the American Speech-Language-Hearing Association. Careers. A serious shortage of speech-language-hearing specialists exists throughout the nation. Graduates of master's or doctoral degree programs find positions in the United States and abroad. Working in collaboration with a variety of professionals in a range of settings, job opportunities include teaching infants, preschool and school-age children, and adults; conducting individual and group intervention programs; coordinating in-service training programs; consulting with teachers and parents about educating children with communication disorders in regular classroom, school, home, and community-based settings; conducting research teaching in colleges and universities; working in the administration of special education programs.

Application and Admission. The number of students admitted each year varies according to available resources. On the average, the CDS program admits twenty master's degree applicants a year. Students for whom English is not a native language must also pass the Test of English as a Foreign Language (TOEFL) with a score of 600 or above. International students who plan to participate in clinical practice and work toward national certification by the American Speech-Language-Hearing Association (ASHA) must also pass the SPEAK test with a score of 250. Applicants to the doctoral program should be speech-language pathologists who are certified by ASHA. International students who plan to return to their country after graduation are exempt from this requirement. Applications for admission and program brochures with more detailed information are available from the Center for Human Development, Graduate Admissions, 350L Clinical Services Building. All application materials must be received by February 15 for entry the following June or September. See the Graduate School section of this bulletin for general admission requirements and procedures for graduate degree programs.

Master's Degree Program

The master's degree program is designed to provide students with the opportunity to acquire 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.) degrees. The M.A. requires the equivalent of two years of a foreign language. A planned program for the master's degree must be filed in the College of Education's Student Records Office, 112 Education Building, and in the communication disorders and sciences office, 350L Clinical Services Building. 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 undergraduate prerequisites in the CDS core and course work in a specialization.
Students who have fulfilled undergraduate prerequisites typically spend two full-through-spring academic years and one summer session completing their degree. All work applicable to a program of study must be concluded within seven years. A minimum cumulative GPA of 3.00 is required for graduation.

The master of education (M.Ed.) program in communication disorders and sciences is inactive.

**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 various educational, professional, and cultural backgrounds. A program adviser is appointed for each student following conditional admission to the program. This adviser 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.) degree. The doctoral program in communication disorders and sciences usually requires three years of full-time study beyond the master's degree.

The doctoral degree program emphasizes advanced levels of scholarship in four areas of study:

**Area of Study**

**Credits**

1. Basic communication processes, professional management of speech and language disorders, and related disciplines

Research design, statistics, and measurement: 36 credits

Required course work includes a three-term sequence of doctoral-level statistics and at least three additional courses in research design, measurement, or grant development. At least 30 credits must be completed as part of a dissertation research project. Doctoral students are required to conduct a research project under the direction of a CDS faculty member prior to initiating approved dissertation work. Every doctoral student must complete and submit a dissertation, embodying the results of research completed at CDS (607), that demonstrates the ability to conduct independent and original research.

2. Supervised college teaching, practicum, and classroom instruction: 9 credits

3. Three credits of Practicum: Supervision (CDS 609) and 6 credits of classroom instruction.

4. Professional service: 3 credits

The doctor of education (D.Ed.) degree program in communication disorders and sciences is inactive.

**Licensure Opportunities**

Students seeking a basic Oregon teaching license in speech impairment, must complete the following:

1. Undergraduate degree in communication disorders and sciences

2. Passing scores on:
   a. California Basic Educational Skills Test (CBEST)
   b. National Teachers Examination (NTE) Professional Knowledge test
   c. Educational Testing Service (ETS) Praxis Examination in Speech-Language Pathology

3. Approved program in speech impaired. The approved program at the UO may consist of:
   a. A minimum of 63 credits in educating speech-impaired learners, culminating in a master's degree, or
   b. At least 45 credits of graduate work beyond the bachelor's degree, which includes a minimum of 15 credits in language and 3 credits in Foundations of Disability (SPER 602)

The Oregon Teacher Standards and Practices Commission (TSFC) may have additional requirements that applicants must meet before a teaching license is issued. Questions about the licensure process may be directed to the Oregon Board of Education, Education Building, telephone (503) 346-3328.

**COMMUNICATION DISORDERS AND SCIENCES COURSES (CDS)**

1. **168 Sign Language (3)** Expansive and receptive skills; American Sign Language system.
2. **240 Clinical Phonetics (3)** Acquaints students with the sounds and symbols of American English. Students gain proficiency in phonetic transcription, Hooper.
3. **241 Acoustics of Speech (3)** Acoustic measurement and analysis of sound production and reception in human communication, Roberts.
4. **405 Reading and Conference [Topic] (1–3R)** Topics to be arranged. R when topic changes.
7. **425/525 Final Supervised Field Experience (1–15R) P.N only.** Diagnostic and treatment experience in the school setting, Roberts; CDS 609/509, 655/555, 650, plus 12 credits of 600-level course work. Limited to students in speech impaired program for standard endorsement. Hornfelt.
8. **442/542 Anatomy and Physiology of Speech and Language (3)** Study of anatomy, physiology, and neurology of speech and language processes. Glover.
13. **455/555 Language Methods in the Schools (3)** Topics include legal issues, service delivery models, program evaluation, positive work relation-ships. School visitation required. Prereq. CDS 451/551, 452/552, pre- or coreq: CDS 453/553. Schwarz.
17. **503 Thesis (1–15R) P.N only.**
18. **601 Research: [Topic] (1–9R) P.N only.**
20. **603 Dissertation (1–16R) P.N only.**
28. **652 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. Hooper, Schwarz.
29. **653 Special Language Development (3)** Acquaints students with normal language development in individuals aged nine through nineteen years. Nippold.
30. **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. Marshall.
31. **655 Stuttering (3)** Focuses on contemporary issues in stuttering and other fluency disorders. Discusses and critically evaluates current theories and research findings. Nippold.
COUNSELING PSYCHOLOGY

270 Education Building
(503) 346-5501
Janet Moursund, Area Head

FACULTY

Richard D. Freund, adjunct assistant professor (research; methods; community college counseling; cognitive therapy). B.A., 1966; Brown, Ph.D., 1971; Stanford. (1975)


Weston H. Morrill, professor (college counseling; career and personal development, supervision); director, counseling center. B.S., 1963; M.S., 1964; Brigham Young, Ph.D., 1966; Missouri, Columbia. (1960)


Elaine A. Wahlheimuth, assistant professor (counseling and clinical supervision, social support research). B.A., 1940; North M.S., 1949, Ph.D., 1992; Ohio State, Columbus. (1992)

Courtesu

Carol Keating, courtesy professor. See Psychology

Carolyn Moore, adjunct and courtesy assistant professor (family education and counseling). B.S., 1970; M.S., 1974; Ph.D., 1980; Oregon, (1970)


Emeriti


The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

GRADUATE STUDIES

The Counseling Psychology Area offers master's and doctoral degrees. The master's program is approved by the Council for Accreditation of Counseling and Related Educational Programs, which is affiliated with the American Counseling Association and is a special national accrediting body recognized by the Council on Postsecondary Accreditation. The doctoral program is accredited through the American Psychological Association, and it is recognized as fully acceptable for licensing by the Oregon Board of Psychological Examiners.

Students in counseling psychology participate in an integrated program of classroom, practicum, and field-work activities leading to an advanced degree. Central to these experiences is training on campus at the DeBusk Memorial Center, where students carry out full a spectrum of counseling activities under the supervision of faculty members and advanced graduate students.

CAREERS. At the master's degree level, the program offers a generic program of studies in counseling designed to prepare professionals, practitioners, or work in a wide variety of community settings; mental health centers, employment service offices, community college counseling centers, juvenile corrections agencies, human resource 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 universities and colleges; career counseling centers; state and national government and industrial research psychologists; consultants, program administrators, and counseling psychologists in private practice.

Application and Admission. Prospective master's and doctoral applicants must request detailed admission policies and procedures from the Counseling Psychology Program, College of Education. 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. Notice about the dispostion of applications are mailed by March 15.

Applicants are evaluated on (1) academic record, (2) letters of recommendation, (3) related work and life experiences, (4) Graduate Record Examination (GRE) general test scores, and (5) a statement of purpose in seeking admission. Only completed applications are reviewed. Applicants must gather all requested supporting papers, except letters of recommendation, and submit them along with the application form as one package. Letters of recommendation should be sent by their authors to the program.

Graduate training includes practicum and intern placement 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.

Master's Degree Program

The Counseling Psychology Area 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.

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. An ancillary function of this program is to help students prepare for counseling certification and licensing. Some graduate courses taken earlier at another accredited institution may meet part of the requirements.

Course Requirements
Courses required for the master's degree fall into ten areas of study. The courses listed in any area might be used to meet minimum core requirements for the master's degree.

Psychological Foundations. Broad understanding of human behavior (normal and abnormal) at all developmental levels, particularly courses in abnormal psychology, personality theory, learning theory, social psychology, and physiology.

Abnormal Psychology (PSY 527) 4
Social Development (PSY 578) 4
Social and Cultural Foundations. Studies of ethnic groups, other cultures, and cultural values. The behavioral sciences, political science, sociology, and anthropology may offer courses supporting this area.

Seminar: Counseling and Contemporary Social Problems (CPSY 607) 3
Counseling Diverse Populations (CPSY 613) 3

The Helping Relationship. Philosophic basis of the helping relationship, counseling theories, and procedures.

Basic Counseling Procedures (CPSY 611) 3
Conceptual Foundations of Counseling (CPSY 613) 3

Groups Theory of groups, group work methods, and supervised practice.

Group Counseling (CPSY 619) 3

Lifestyle and Career Development. Vocational-choice theory, career choice and development, relationship between careers and lifestyle. Introduction to Career Development (CPSY 617) 3

Appraisal of the Individual. 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 by considering ethnic, cultural, and gender factors.

Intake Interview and Assessment (CPSY 618) 3
Introduction to Appraisal, In Counseling (CPSY 621) 3

Research and Evaluation. Statistics, research design, development of research and demonstration proposal.

Seminar: Research Methods I (CPSY 607) 3

Professional Studies. Ethical, legal, and moral issues, supervised professional readings and workshops.

Ethical and Legal Issues (CPSY 612) 3

Supervised Practice. The counseling psychology faculty is committed to the practice as the core experience in a master's degree program in counseling.Generic, as well as specialized counseling experiences, both within the university community and in the community at large, are required.

Counseling: DeBunk, LL1 (CPSY 609) 6
Internship, LILL (CPSY 704) 18

Relevant Electives. Courses chosen in consultation with a faculty advisor.

Relevant electives 9

Doctoral Degree Program
The Ph.D. program in counseling psychology, based on a scientist-practitioner model of training, is accredited by the American Psychological Association. The program is designed to ensure that its graduates are psychologists who can:

1. Possess a general knowledge of human behavior and develop the ability to analyze and comprehend the literature in counseling psychology and the professional psychology literature. The program's mission is to train counselors in the helping relationship, counseling theories, and procedures.

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 and design and conduct systematic analysis, predict and interpret the results of their own and others' research, to increase their understanding of human behavior, and to use this knowledge to influence their behavior.

4. Respect the dignity and worth of the individuals, 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 program is committed to using the scientist-practitioner model of training, the most comprehensive and appropriate model for training counselors in clinical psychology.

Students who have not earned a master's degree in counseling in a related field should apply for Track I: master's doctoral admission. Track II students begin working toward a master's degree and are considered conditionally admitted to the doctoral program. Typically, after two years, these students earn a master's degree. Assuming progress has been satisfactory, these students are then conditionally admitted to doctoral study. The admission process includes demonstration of competence in the counseling psychology, research, and professional development in the counseling field.

The training program 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 specific requirements established. However, the specific manner in which an individual meets those requirements is determined by the student in consultation with an advisor and program faculty members.

The following minimum requirements are specified for Ph.D. students in counseling psychology:

Area Requirements. credits

Foundations of human behavior. 24
Practitioner competencies 6

Research competencies 39
Professional issues 9

Practitioner training is accomplished by completing practicum experiences in counseling, seeing clients at the Eugene community psychology center; direct faculty supervision in the clinic, providing clinical supervision to master's degree students who see clients at the clinic and completing an off-campus internship.

The program of study leading to a Ph.D. degree in counseling psychology typically entails a minimum of four years of full-time effort beyond the master's degree. A full-year internship training must be completed after the first year of course work taken in residence. In addition to other requirements, students must take a Ph.D. dissertation that demonstrates a high standard of scholarship. It is intended that the program's students will make a significant contribution to the field through teaching, scholarly research, or professional practice. Students who receive a Ph.D. from the program are eligible to take the Oregon licensing examination for psychologists.

The Ph.D. program in counseling psychology is inactive.

Licensure Opportunity
Students who receive a master's degree in counseling or a doctoral degree in counseling psychology are eligible to take the Oregon licensing examination for counselors or psychologists.

COUNSELING PSYCHOLOGY COURSES (CPSY)

198 Workshop: [Topic] (1-2R)
199 Special Studies: [Topic] (1-5R)
403 Practicum: [Topic] (1-2R) F/N only
405 Reading and Conference: [Topic] (1-21R)
406 Special Problems: [Topic] (1-21R)
407/507 Seminar: [Topic] (3-5R)
408/508 Workshop: [Topic] (1-21R)
409 Practicum: [Topic] (1-21R) F/N only
410/510 Experimental Course: [Topic] (1-5R)
411/511 Counseling Internship Experience-based skill development for counseling in a variety of human service settings. Experience on an articulated, integrative framework for counseling, Ranjan.
458/558 Prevention Strategies (3) Developing programs to prevent family violence, delinquency, suicide, rape, substance abuse, and other problems. Focus on primary prevention before problem symptoms develop, Fullerton.
463/563 Dureikan's Principles of Child Guidance (3) Treatment of emotionally and socially maladjusted children in the home, school, and community, Morse.
475/575 Supervision in Human Service Agencies (3) Examines a generic model for supervision in the helping profession and includes supervisory skill development. Includes case examples, role playing, and videotape recording, Ranjan.
493/693 Values and Human Behavior (3) Values and beliefs as sources of motivation in behav-
603 Research: [Topic] (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: [Topic] (1-16R)
606 Special Problems: [Topic] (1-16R)
607 Seminar: [Topic] (1-5R)
608 Workshop: [Topic] (1-16R)
609 Practicum: [Topic] (1-16R) P/N only
610 Experimental Course: [Topic] (1-5R)
611 Basic Counseling Procedures (6) P/N only
612 Ethical and Legal Issues (3) Cu::ert ef'culcal
613 Applications of Personality Assessment
616 Introduction to Career Development (3) Helps:to develop
617 Personality Assessment
622 Applications of Personality Assessment
619 Group Counseling (3) Helps:to develop
618 Ethical and Legal Issues (3) Cu::ert ef'culcal
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. Mallinckrodt.
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 emphasizing on student participation and classroom exercises. J. Moutard.
704 Internship: [Topic] (1-15R)
706 Special Problems: [Topic] (1-16R)
708 Special Topics: [Topic] (1-16R)
709 Practicum: [Topic] (1-16R)

GRADUATE STUDIES
The Early Intervention Area offers master's and doctoral degrees and endorsement programs. The goal of the area is to prepare personnel who can provide a range of services, develop programs, conduct research, and create policies for infants and young children who are at risk and disabled, and for their families. The program brochure describes specific program requirements.

Application and Admission
Prospective master's and doctoral applicants may request detailed admission policies and procedures from the Center on Human Development. See the Graduate School section of this bulletin for general admission requirements and procedures on graduate degree programs. Completed applications for the master's, doctoral, and endorsement programs must be received before June 15. Applicants are evaluated on: (1) academic record, (2) letters of recommendation, (3) evidence of probable success as a graduate student, (4) evidence of experience with young children who have disabilities or who are at risk, and (5) a statement of purpose in seeking admittance.

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. This field encompasses a target population of children from birth to six years of age. It covers disabling and at-risk conditions ranging from mild to severe. Master's degree students in early intervention are prepared for two
primary roles: (1) direct intervention for infants or young children or both, and (2) program coordination and supervision. Full-time students can complete the 49-credit program in four to six consecutive terms.

**Major Requirements**

**49 credits**
- Seminars: Research Methods II (SPEI 607) ... 6
- Tests and Measurements in Education (SPEI 617) ... 3
- Foundations of Disability (SPEI 602) ... 4
- Foundations in Early Childhood and Early Intervention (SPEI 603) ... 3
- Family-Guided Early Intervention (SPEI 681) ... 3
- Assessment and Evaluation (SPEI 662) ... 3
- Curriculum in Early Childhood and Early Intervention (SPEI 688) ... 3
- Issues in Early Intervention (SPEI 684) ... 2
- Interdisciplinary Teams (SPEI 685) ... 2
- Interagency and Team Collaboration (SPEI 686) ... 2
- Early Intervention Methods I (SPEI 687) ... 3
- Early Intervention Methods II (SPEI 688) ... 3
- Early Intervention Methods III (SPEI 689) ... 3
- Early Intervention Methods IV (SPEI 690) ... 3
- Practicum: Special Education Disability (SPSY 689) ... 3
- Final Supervised Field Experience (SPEI 625) ... 9

**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 doctor of philosophy degree in special education: early intervention. They are prepared to influence the evolution of services for infants and preschool children who are at risk and disabled, and for 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 constitute 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.

**Core**

**18 credits**
- Practicum: Young Children and Families (SPEI 609) (must be taken each term) ... 3
- Foundations in Early Childhood and Early Intervention (SPEI 688) ... 3
- Family-Guided Early Intervention (SPEI 681) ... 3
- Assessment and Evaluation (SPEI 662) ... 3
- Curriculum in Early Childhood and Early Intervention (SPEI 688) ... 3

**Tools**

**21 credits**
- Seminar: Program Evaluation (SPEI 607) ... 3
- Advanced statistics and research design courses ... 18

**Foundations**

**9 credits**
- Courses selected from psychological theory, social, philosophical, or historical foundations ... 9

**Electives**

**38 credits**
- Relevant or related courses offered outside the College of Education: ......... 20
- Dissertation (SPEI 680) ... 18

**ENDORSEMENT AND LICENSURE OPPORTUNITIES**

The Early Intervention Area offers basic and standard endorsements with options for a stand-alone (level I) endorsement or an add-on (level II) endorsement. The early intervention and early childhood special education (ElECSE) endorsement program prepares professionals to work with children from birth through kindergarten who have disabilities ranging from mild to severe. The program integrates didactic course work with practical experience. Full-time students can complete the program in four to six terms. The program can be completed as a 36-credit add-on endorsement—ElECSE I—on an early literacy or special education license or as a 49-credit stand-alone endorsement—ElECSE II. Students can also combine the required hand-capped learner license described in the Special-Education Developmental Disabilities section of the bulletin, with the early intervention master’s degree program. Application requirements should be made to Center on Human Development, Graduate Admissions, 350L Clinical Services Building, 1211 University of Oregon, Eugene OR 97403-1211.

**ElECSE I Course Requirements**

**36 credits**
- Practicum (SPEI 689) ... 6
- Foundations in Early Childhood and Early Intervention (SPEI 688) ... 3
- Family-Guided Early Intervention (SPEI 681) ... 3
- Assessment and Evaluation (SPEI 682) ... 3
- Curriculum in Early Childhood and Early Intervention (SPEI 688) ... 3
- Issues in Early Intervention (SPEI 689) ... 3
- Interdisciplinary Teams (SPEI 685) ... 2
- Interagency and Team Collaboration (SPEI 686) ... 2
- Early Intervention Methods I (SPEI 687) ... 3
- Early Intervention Methods II (SPEI 688) ... 3
- Early Intervention Methods III (SPEI 689) ... 3
- Early Intervention Methods IV (SPEI 690) ... 3
- Electives ... 8
- The 49-credit requirements for the ElECSE I endorsement are identical to those for the master’s degree in early intervention, described earlier in this section of the bulletin.

**SPECIAL-EDUCATION EARLY-INTERVENTION COURSES**

**SPEI**
- 405 Reading and Conference: Special Topic (1-15R) P/N only; R when topic changes.
- 407 Research Seminar: Special Topic (1-5R) P/N only. R when topic changes.
- 499 Practicum: Special Topic (1-15R) P/N only. A recent topic is Young Children with Disabilities. R when topic changes.
- 503 TheSES (1-5R) P/N only
- 601 Research (1-6R) P/N only. Bricker.
- 602 Supervised College Teaching (1-4R) P/N only. Bricker.
- 603 Dissertation (1-15R) P/N only
- 605 Reading and Conference: Special Topic (1-16R) P/N only. R when topic changes.
- 607 Seminar: Special Topic (1-5R) P/N only. A recent topic is Behavior Management. R when topic changes.
- 608 Workshop: Special Topic (1-10R) P/N only. R when topic changes.
- 609 Practicum: Special Topic (1-16R) P/N only. Current topics are Experience with Young Children with Disabilities, Program Evaluation, Research, Supervision. R when topic changes.
- 610 Experimental Course: Special Topic (1-5R) Graded only. R when topic changes.
- 625 Final Supervised Field Experience (1-15R) P/N only

**Foundations in Early Childhood and Early Intervention (3) Graded only.** Conceptual underpinnings and practical application of an approach to early intervention that links assessment, intervention, and evaluation within each activity-based intervention program. Squires.

**Family-Guided Early Intervention (3) Graded only.** Presents a family-guided approach to early intervention, covers procedures for family assessment, intervention, and evaluation. Addresses adult communication and management strategies. Velten.

**Assessment and Evaluation (3) Graded only.** Presents a range of assessment and evaluation materials used in early intervention programs and provides methods for using these materials. Squires.

**Curriculum in Early Childhood and Early Intervention (3) Graded only.** Prepares professionals to work with children from birth to three years. Addresses procedures for use and for modification. Squires.

**Issues in Early Intervention (2) Graded only.** Presents an overview of the critical issues in the field of early intervention. Bricker.

**Interdisciplinary Teams (2) Graded only.** Occupational therapist, communication specialist, counselor, medical professional, and other professionals discuss their training, roles, and functions on an interdisciplinary team. Bricker.

**Interagency and Team Collaboration (2) Graded only.** Introduces concepts and skills required for becoming an effective team member. Provides relevant information and opportunities to gain practical experience. Bricker.

**Early Intervention Methods I (1-2) Graded only.** Provides practical information for conducting program-relevant assessments using curriculum-based assessment tools and for developing individualized family service plans.

**Early Intervention Methods II (1-2) Graded only.** Provides opportunity to develop effective intervention skills to use with young children who are at risk or disabled, and with their families.

**Early Intervention Methods III (1-2) Graded only.** Focuses on advanced methods in early intervention including special handling and management techniques.

**Early Intervention Methods IV (1-2) Graded only.** Provides opportunity to develop advanced intervention skills to use with young children who are at risk or disabled, and with their families.
EDUCATIONAL POLICY AND MANAGEMENT

124 Education Building
Telephone (503) 346-5171
C. H. Edison, Area Head

FACULTY


Paul Goldman, associate professor (organizational theory, organizational change, sociology of education); A.B., 1966, Stanford; Ph.D., 1974, Chicago (1977)


David C. MacRae, professor (computers in education, learning systems technology); B.A., 1958; Oregon; M.S., 1960, Ph.D., 1963, Wisconsin (1957)

Philip K. Price, professor (management information systems, introductory statistics, economics of education, director, ERC Clearinghouse on Educational Management Executive Secretary, Oregon School Study Council); B.A., 1957, Washington State; M.S., 1963, Ph.D., 1968, Oregon (1967)

Richard A. Schuld, professor (sociology of education, educational development, group processes); B.A., 1958, M.A., 1959, Ph.D., 1962, Michigan (1967)

Nadia Telye, instructor, coordinator, ESCAPE, B.S., 1968; Bank Street College of Education (1968)

Ron Treaton, courtesy associate professor (higher education administration, state education, organizational theory); B.A., 1972, Iowa; M.S., 1979, Ph.D., 1989, Oregon (1976)

Hover K. Zimora, courtesy associate professor (state-level coordination and policymaking, non-traditional education, articulation between systems); B.A., 1968, Underwood College for Women; M.A., 1969, Wisconsin; Ph.D., 1976, Minnesota (1983)

Emeriti

Max A. Abbot, professor emeritus; B.A., 1949; M.S., 1951, Utah State; Ph.D., 1960, Chicago (1966)

Keith A. Acheson, professor emeritus; B.S., 1948, M.S., 1951, Lewis and Clark; Ed.D., 1964, Stanford (1967)

Herbert W. Charters Jr., professor emeritus; B.A., 1944; DePauw Ph.D., 1952, Michigan (1966)


Thomas L. Dailey, professor emeritus; B.S., 1938, M.S., 1949, Washington; Ph.D., 1954, Purdue (1963)

Edna P. DeHave, professor emerita; B.A., 1957, Oregon; M.A., 1958, Portland State (1957)


N. Ray Hays, professor emeritus; vice president emeritus; B.A., 1947; M.S., 1948, Ed.D., 1949, Oregon (1956)


Clarence Himes, professor emeritus; B.A., 1925, Drury; M.A., 1929, Missouri; C.D., 1955, Oregon (1956)


Roy E. Leutiken, chancellor emeritus, Oregon State University; M.S., 1947, Oregon; Ed.D., 1955, Stanford (1958)

Lloyd L. Lovell, professor emeritus; B.A., 1947, Lawrence; M.S., 1951, Minneapolis-St. Paul; Ph.D., 1955, Cornell (1959)

Robert E. Maitson, professor emeritus; B.S., 1949, Montana; M.A., 1950, State University of Iowa; D.Ed., 1956, Oregon (1957)

Verrica T. Nye, professor emerita; B.S., 1946, North Alabama; M.A. 1958, George Peabody (1966)

Irene P. Odom, professor emerita (educational leadership, Florida); B.A., 1936, Duke; A.A., 1955, Minnesota; M.S., 1980, Oregon (1948)


Miles E. Romney, professor emeritus; Ph.D., 1947, Utah (1953)

Philip J. Runkel, professor emeritus; B.S., 1939, Wisconsin; Stevens Point; M.S., 1982, Ph.D., 1956, Michigan (1946)

Adolph A. Sandlin, professor emeritus; B.A., 1933, Central Washington; M.A., 1938, Washington (Seattle); Ph.D., 1934, Columbia (1950)


John E. Sutcliffe, professor emeritus; B.S., 1948, Texas; M.Ed., 1952, Colorado (1959)


Kenneth Viegas, associate professor emeritus; B.S., 1956, Oregon; M.S.W., 1958, California, Berkeley (1967)

Hugh B. Wood, professor emeritus; B.S., 1931, Toledo; M.A., 1938, Colorado; Ed.D., 1937, Columba (1939)


The data in parentheses at the end of each entry is the first year the University of Oregon faculty.

GRADUATE STUDIES

The Educational Policy and Management Area integrates the functions of research and development, dissemination and service to the field, and instruction. The program offers master's and doctoral degrees in educational policy and management, state-approved programs for basic and standard licensees of building administrators and superintendent; and dissemination and outreach services. Address inquiries to the Educational Policy and Management Area, College of Education, 5267 University of Oregon, Eugene OR 97403-5267.

CAREERS. Graduates of the Educational Policy and Management Area are qualified for a variety of positions. These include state and local board of education, superintendent and principalships and superintendencies, supervisory positions; teaching and administrative positions at the college level (community college, four-year college, research university, and international agencies); consulting positions with school districts; research positions in management, leadership, and educational policy; and international education and development.

Application and Admission. The Educational Policy and Management Area follows general university policy in its basic admission procedures. Students transferring to the university from other institutions must meet UO entrance requirements. Information on basic licensure programs may be obtained from the Educational Policy and Management Area head.

Information about admission to graduate study is available from the program secretary, telephone (503) 346-5171.

Master's Degree Program

The master of science program in educational policy and management offers graduate students three areas of specialization: (1) school administration, (2) higher education administration (adult education, community colleges, and student services), and (3) educational policy and foundations. In cooperation with various agencies, the Educational Policy and Management Area has sponsored several programs for international students. In collaboration with the UO Continuation Center, master of science degrees with a specialization in instructional leadership are offered in several cities in Western Canada.

Students must develop a 31-credit planned program of study leading to the master's degree. This is typically done, with the assistance of the student's advisor, during the student's first term of study.
Core Curriculum (21 credits)

**Intellectual Foundations.** Two or more courses chosen from the list below or approved by the program review committee.

- History of American Education (EDPM 541)
- Educational History of American Women (EDPM 572)
- Seminar: Critical Pedagogy in Developing Countries (EDPM 608)
- History and Policy of Education (EDPM 609)
- Politics of Education (EDPM 614)
- Sociology of Education (EDPM 616)
- Comparative Education (EDPM 630)
- History of Higher Education (EDPM 698)

**Educational Organization.** Two or more courses chosen from the list below or approved by the program review committee.

- Seminar: Dispute Resolution in School Organization (EDPM 607)
- Introduction to School Organization (EDPM 615)
- Organizational Theory in Education (EDPM 615)
- Law and Society (EDPM 625)
- Management and Organizational Development (EDPM 640)
- Human Resource Management (EDPM 670)

**Educational Research.** Two or more courses chosen from the list below or approved by the program review committee.

- Seminar: Action Research, Introductory Statistics for Administrators, Quantitative Methods with SPSS (EDPM 607)
- Qualitative Research Methods (EDPM 660)
- Historiography of American Education (EDPM 664)
- Program Evaluation for Educational Managers (EDPM 674)

**Electives and Specializations**

(24–30 credits)

Students select courses most suitable for their specialization. Where appropriate, courses on the core or methods areas listed above may also be included as part of the specialization. Practicum credits may be appropriate for individual students but may not count as part of the 51-credit master's degree requirement.

**Terminal Paper or Examination (1–6 credits)**

Students are required to complete a terminal project, which may include one of the following:

1. A master's examination
2. A field study (e.g., program evaluation, survey, policy study) in a school building, district, or other organization or institution
3. A thesis paper that brings together several perspectives in educational policy and management to bear on a specific problem or issue in the field.

Students making the master's examination work with their advisors to determine an appropriate format. For most students this is a take-home examination, typically completed during a student's final term in the program. Students completing a field study or synthesis paper must register for 6 credits of Research (EDPM 601) or Reading and Conference (EDPM 668) arranged with their advisor. They may register for more credits in EDPM 631 and 668, but only 6 credits count toward the 51-credit master's degree requirement.

**Transfer Credit.** University of Oregon course work taken prior to admission to the master's program, as well as all course work from other institutions, is considered transfer work. This includes courses taken through community education and continuing education. A maximum of 15 credits may be transferred into a master's degree program. Transfer work must be approved by the student's advisor and recorded on the plan of program of study for review by the Graduate School. At the time the master's degree is awarded, course work more than seven years old is not accepted or counted toward the degree requirements.

**Term of Admission Enrollment.** All students must enroll for a minimum of 3 graduate credits at the University of Oregon during the term of their admission. Failure to do so results in termination of their admission.

**Doctoral Degree Programs.**

The doctoral degree program is internationally recognized and leads to a Ph.D. or D.Ed. degree. Doctoral study fosters the development of essential perspectives on educational knowledge and skill for assuming a career in institutions of higher education, elementary and secondary schools, and other public and private agencies. Special attention is given to achieving competence in the rhetoric of discourse. The program emphasizes three substantive study areas: (1) foundations and research, (2) organization and governance, and (3) management and leadership. It encourages careful and individualized study of educational policy development and management. Opportunities for specialization include but are not limited to:

- **Professional schools**
- **Computer science in educational management**
- **Finance and economics in education**
- **Higher education**
- **History of education**
- **International education**
- **Law and education**
- **Organization development**
- **Personnel administration**
- **Policy research and analysis**
- **School administration**
- **Student services**

Graduate credits earned in the study areas and in the specializations comprise a substantial portion of the student's course of study. A three-hour seminar held once a week gives doctoral students an opportunity to integrate the diverse instructional resources offered by the program. The intellectual skills of rational analysis, behavioral description, logical thinking, cognitive integration, and creative synthesis are fostered through discussion, writing, and revision, and criticism. Students are required to enroll in the seminars for at least three terms.

**Typical Course of Study.** A doctoral student's course of study typically includes the equivalent of three years of full-time study (135 credits) beyond the bachelor's degree. Students are encouraged to take appropriate courses throughout the university to broaden and deepen their understanding of the three study areas and to complement their specializations. Initial enrollment for meeting the residency requirement is possible at the beginning of any term, but required sequence® courses begin fall term and end spring term.

Candidates for the Ph.D. are required to complete a minimum of 54 credits of course work at the University of Oregon including 18 credits in research methods courses. D.Ed. candidates are required to enroll for a minimum of 12 credits in research methods courses. In meeting the requirement, Ph.D. candidates must receive letter grades in all of these courses and must have a grade point average (GPA) of 3.00 or better in the graded courses. D.Ed. candidates must receive letter grades in at least 9 of the 12 credits and must have a GPA of 3.00 or better in the graded courses. All candidates must earn 18 credits in a dissertation (EDPM 650).

Although the particular course of study in research methods varies with the specializations offered by the division, all doctoral students must develop general literacy in several contemporary research methods as well as demonstrate, in the dissertation, proficiency in one method.

In consultation with the adviser and the program review committee, candidates should choose research courses most appropriate to their intended dissertation research. It is the candidate's responsibility to acquire in-depth knowledge of the research methods applicable to the dissertation topic.

Students are urged to complete research requirements early in their programs of study and must have satisfied them before submitting a dissertation proposal.

**Residency Requirements.** Students pursuing the Ph.D. must fulfill the residency requirement of three consecutive terms of full-time study on campus. Students pursuing the D.Ed. may fulfill the residency requirement with either (1) two consecutive terms of full-time study on campus followed by one term of full-time directed internship, or (2) three consecutive terms of full-time study on campus. Full-time study is defined as a minimum of 9 graduate credits a term.

Students must enroll continuously in the university until they have completed all degree requirements. A minimum of 3 credits a term constitutes continuous enrollment. The coursework load is 16 credits unless the associate dean for learning and instructional leadership approves the student's extra credits and additional fees are paid.

Students may apply for a leave of absence in advance of any term in the fall-through-spring academic year in which they do not plan to register. Consent by a faculty member, the library, or otherwise take advantage of university resources. Arrangements may be made with the area office. A leave can last up to three terms if requested on the application. Students can be on leave only during the summer session and must file their studies fall term without jeopardizing the continuous enrollment or residency requirements.

The Oregon Wednesday Program. Students who participate in this program come to the Eugene campus every Wednesday for three successive academic terms (fall, winter, and spring) to take a core doctoral curriculum of nine courses. Wednesday students are subject to the same admission requirements, fees, program requirements, and academic standards as other students. Full-time study for three terms on Wednesdays, defined by the university as 9 credits for three successive terms, satisfies the university's residency requirement.
Licensure Programs

The state of Oregon requires administrators (vice principals, principals, assistant superintendents, and superintendents) in Oregon public schools to have administrative licenses. Planned programs of study lead to the basic and standard administrative licenses for administrators and superintendents.

Admission to the administrative licensure program is granted to applicants who (1) verify completion of a master's degree from an institution with an approved teacher-education program; (2) submit a satisfactory raw score of 49 or higher from the Miller Analogies Test (MAT), or a converted score of 55 or higher on the Test of Standard Written English (TSWE); or scores on the Graduate Record Examinations (GRE) within the past five years; (3) provide three letters of recommendation from previous employers or college instructors; (4) prepare transcripts of all undergraduate and graduate study from each institution attended; (5) provide a completed application for certification studies in educational policy and management; (6) provide a 300-word essay describing goals and interests in educational administration; (7) provide evidence of satisfactory completion, while serving as a teacher, of administrative experiences that included coordination of a program or management of school personnel; (8) three years of public-school teaching while holding a valid teaching license from Oregon or another state; and (9) satisfactory completion of an introductory course about school administration. Introduction to School Organization (EDPM 613) fulfills this requirement.

The program’s admissions committee reviews the applicant’s completed files. Files received one month before the end of a term are reviewed in time for admission the next term.

EDUCATIONAL POLICY AND MANAGEMENT COURSES (EDPM)

199 Special Studies: [Topic] (1-5R)
408 Reading and Conference: [Topic] (1-21R)
407/507 Seminar: [Topic] (1-5R) Seminar topics offered as student interest and faculty availability warrant.
408/508 Workshop: [Topic] (1-21R)
409 Practicum: [Topic] (1-21R) P/N only
410 Experimental Course: [Topic] (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)
442/542 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) P/N only
601 Research: [Topic] (1-16R) P/N only
602 Supervised College Teaching (1-5R)
605 Dissertation (1-16R) P/N only
606 Field Studies: [Topic] (1-16R)
608 Workshop: [Topic] (1-16R)
609 Practicum: [Topic] (1-16R) P/N only. Practica for interns is a current topic.
610 Experimental Course: [Topic] (1-5R)
612 School Improvement (3) Planning and managing improvement of educational environments. Models of school improvement. Research on effective practices. Skills for the management of the change process.
613 Introduction to School Organization (3) Overview of the ways schools are organized and managed in the United States including educational governance, organizational perspectives, and theories of administrative functions.
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 613 or instructor's consent.
617 Dissertation Proposal Preparation (3) Helps doctoral students develop dissertation proposals.
618 Contract Management (3) Helps administrators implement written 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 styles of influence.
621 Personnel Evaluation (3) Examines the twin purposes of personnel evaluation: the assessment of performance as the basis of personnel decisions and 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. Sequence.
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 (3) 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 (3) 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) 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 members of an educational organization can maintain or alter the functioning of a college or 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.
664 Historiography of American Education (3) Examines philosophies of history, historical methods, and historical interpretations in American educational history. Analysis of recent interpretations and methods for undertaking historical research in educational history.
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.
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 computer systems. Prereq: EDPM 625.
669 Data Management and Communications (3) Concentrates on work group and organizational data management and communications issues with emphasis on goals and applications.
765 Program Evaluation for Educational Managers (3) A comprehensive survey of formative and summative evaluations of educational programs at schools and colleges.

766 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.

767 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.

768 Program Evaluation for Educational Managers (3) A comprehensive survey of formative and summative evaluations of educational programs at schools and colleges.

769 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.

770 Business Management in Education (2) Application of systematic procedures to the problems of acquiring fiscal resources of a school district and managing its expenditures.


772 School-Community Relations (2) Long-term 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.

773 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.

774 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.

775 Higher Education I: Governance and Organization (5) 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.

776 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.


778 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.

779 Workshop: [Topic] (1-16R)
780 Practicum: [Topic] (1-16R)
781 Experimental Course: [Topic] (1-5R)

The foreign-language teaching license program is based on the philosophy that acquisition of a second language and understanding of other cultures are essential to the education of school-age children. Students' knowledge and acquisition of another language promote effective participation as citizens of the global community and America's multicultural society. To achieve this goal, children must acquire not only reading and writing skills in the foreign language but also communicative competence and cultural sensitivity. The foreign-language teaching license program is designed to prepare teachers who can provide classroom instruction based on this philosophy of second-language acquisition.

Program of Study
For most students, the academic course work and field experiences leading to the basic teaching license can be completed in four terms of continuous full-time study. The program begins with a summer session and is completed the following spring term. Part-time study and full-entry options may be possible.

The foreign-language teaching license program is offered in collaboration with: the linguistics and foreign-language departments in the College of Arts and Sciences. The courses included in the program are taught by faculty members in each of these departments. The courses emphasize methods for teaching language skills and culture to diverse learners, including at-risk students and students from varied social and cultural backgrounds. The program emphasizes the use of technology in instruction, and students are encouraged to participate in the activities of the Yamada Language Center, a state-of-the-art foreign-language laboratory.

A critical component of the program is the three-term field experience in local public schools that is supervised by experienced foreign-language teachers. These practices and student-teaching activities provide opportunities to work with elementary, middle school, and high school students. Depending on the language specialization, some practices include working with students in a language-immersion program.

Offering the program in a particular language specialization each year depends on having a sufficient number of qualified students and other factors that affect the curriculum, scheduling, and sequencing. Applicants should review the program's availability and requirements with the foreign-language program coordinator in 170 Education Building.

At present the four-term foreign-language teaching license program includes the following:
INTERDISCIPLINARY SPECIAL EDUCATION AND REHABILITATION

351 L Clinical Services Building
Telephone (503) 346-3591
Daniel W. Close, Coordinator

Doctoral Degree Program

The special education doctoral degree program, culminating in a doctor of philosophy or doctor of education degree in special education, provides maximum flexibility to accommodate students who have professional interests in related fields. It has a strong clinical focus and requires demonstration of sufficient knowledge and acceptable performance in such skills areas as teaching, supervision, research design, proposal development, and professional writing. An interdisciplinary program committee helps students select content specializations and advises them on specialized and general program requirements.

The interdisciplinary special education degree program requires less specialization within areas but greater breadth across related areas or disciplines than other programs in the division. This program is best suited to students whose career interests require knowledge and skills from several disciplines.

Two broad interdisciplinary doctoral focus areas are available: developmental disabilities and conduct disorders.

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 in the program choose from a broad array of seminar courses offered by faculty members in the interdisciplinary program. The interdisciplinary doctoral seminar is offered each term. Recent topics include educational reform and children's issues, health care in the 1980s, the intergenerational cycle of abuse and neglect, leadership in the 1980s, and the role of poverty in disability. In addition, students are expected to participate in a variety of clinical practice. Practicum placements occur in carefully selected agencies, which combine state-of-the-art clinical practice and innovative administrative arrangements. Many practicum students in the program work with nationally recognized clinicians and researchers.

SCHOOL PSYCHOLOGY

270 Education Building
Telephone (503) 346-2143
Mark R. Shinn, Area Head

FACULTY


John B. Reif, adjunct assistant professor (development of aggression, prevention, research in conduct disorders), B.A., 1982, San Francisco State University.


Richard A. Schmuck, professor, Educational Policy and Management


Gary Sonner, associate professor (behavior disorders, applied behavior analysis), B.A., 1979, Kent State; B.A., 1986, Rhode Island.

Courtey


The dates are approximate; the next day after the deadline is the first year on the University of Oregon faculty.

GRADUATE STUDIES

The nationally ranked School Psychology Area 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 School Psychology Area is accredited by the American Psychological Association (APA) and approved by both the National Association of School Psychologists (NASP) and the Oregon Teacher Standards and Practice Commission. It is the only school psychology program in the West and Northwest that is accredited and approved by both the APA and NASP.

The main objective of the School Psychology Area 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 practitioners who produce continuous, data-based evaluations of the services they provide.
Each student’s program of study is tailored to allow development of individual strengths and interests. Master’s and doctoral students take course work in the following general areas: psychological and educational foundations of school psychology; psychometrics, assessment, and research; methods of school-based intervention; professional school psychology; application of research skills; practicum experiences. Every student must complete a one-year, full-time internship. Doctoral students also complete a supervised college teaching experience.

CAREERS. A serious shortage of school psychologists exists throughout the nation. Graduates of the University’s School Psychology Area find positions in the United States and abroad. These positions include teaching at infan, preschool, school-age, and adult levels; conducting individual and group intervention programs; coordinating service training programs; consulting with teachers about educating children with disabilities in regular classrooms and school settings; conducting research, teaching in colleges and universities; working in the administration of school education programs; and delivering the best practice in collaboration with a variety of professions in a range of settings.

Application and Admission

Prospective master’s and doctoral applicants must request detailed admission policies and procedures from the School Psychology Area by contacting Rebecca Scarola, Pre-elections Coordinator, Center on Human Development, 5252 University of Oregon, Eugene OR 97403-5252.

Students are admitted for fall term only. Applicants are evaluated on (1) academic record, (2) letters of recommendation, (3) résumé, (4) statement of purpose in seeking admittance, (5) interview, and (6) Graduate Record Examinations (GRE) general test scores.

Application packets must include application forms, résumé, letters of recommendation, personal statement, and copies of transcripts. Completed applications for both the master’s and doctoral programs must be received by February 15.

Admissions are by March 15. Notice the disposition of applications are typically notified by March 15.

For more information about the School Psychology Area, doctoral program, students should write the School Psychology Area, College of Education, 5282 University of Oregon, Eugene OR 97403-5208; telephone (503) 346-2133.

Master’s Degree Program

The 99-credit master’s degree program culminates in a master of arts, master of science, or master of education degree in school psychology. It is designed to achieve the competencies established by the National Association of School Psychologists. Graduates of the program meet state of Oregon licensure 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. Students interested in obtaining an Oregon school psychologist license may complete the licensure requirements concurrently with the master’s degree requirements.

Requirements

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<tr>
<th>Credits</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>22</td>
<td>Theory-based courses in areas such as learning, instructional design, human development, biological psychology, individual differences, and social and multicultural foundations</td>
</tr>
<tr>
<td>25</td>
<td>Psychometrics, assessment, and research</td>
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<tr>
<td>15</td>
<td>Methods of school-based intervention</td>
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<tr>
<td>15</td>
<td>Literature and application of measurement, assessment, and research</td>
</tr>
<tr>
<td>10</td>
<td>Professional practice of school psychology including law and ethics</td>
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Application of research skills: 

Experience leading to completion of the master’s thesis or doctoral dissertation; 

Practicum experiences: 

Courses and applied experiences in school and clinical settings, including public and private schools, the Center on Human Development, the Child Center, Oregon Research Institute, and the Oregon Social Learning Center;

Internship: 

Every student must complete a one-year, full-time 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. It typically requires four to five years of study beyond the bachelor’s degree to earn the doctor of philosophy degree in school psychology. 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 Area’s core requirements, doctoral students are expected to select and develop an area of specialization and complete a dissertation.

Requirements

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<tr>
<td>25</td>
<td>Psychometrics, assessment, and research</td>
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<tr>
<td>56</td>
<td>Methods of school-based intervention</td>
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<tr>
<td>25</td>
<td>Professional practice</td>
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<td>18</td>
<td>Application of research skills</td>
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<td>9</td>
<td>Practicum experiences</td>
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<td>9</td>
<td>Supervised college teaching</td>
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SCHOOL PSYCHOLOGY COURSES (SPSY)

405 Reading and Conference: [Topic] (1-21R)
406 Special Problems: [Topic] (1-21R)
407/408 Seminar: [Topic] (1-5R)
408/409 Workshop: [Topic] (1-21R)
419 Practicum: [Topic] (1-21R)
410/510 Experimental Course: [Topic] (1-5R)
505 Thesis: [1-16R] P/N only
601 Research: [Topic] (1-16R) P/N only
622 Supervised College Teaching: [1-5R] P/N only
630 Dissertation [1-16R] P/N only
685 Reading and Conference: [Topic] (1-16R)
686 Special Problems: [Topic] (1-16R)
677 Seminar: [Topic] (1-5R)
686 Workshop: [Topic] (1-16R)
689 Practicum: [Topic] (1-16R)
610 Experimental Course: [Topic] (1-5R)
617 Tests and Measurements in Education (3) Introduction to measurement. Provides a theoretical and practical basis for evaluating and using the wide range of test and measurement data in educational research. Prereq: Undergraduate statistics or educational psychology course or equivalent. Good.
626 Final Supervised Field Experience (1-15R) P/N only. Prereq: instructor’s consent. Limited to students in school psychology program for basic endorsement for an Oregon license. Shinn.
641 Behavioral and Cognitive Bases for Instructional Psychology (3) Examines research and theory on the design of effective academic instruction. A goal is to integrate cognitive and behavioral approaches.
650 Developmental Psychopathology (3) Overview of clinical psychopathology in childhood. Covers phenomenology, etiology, development, and prognosis of major psychological disorders in childhood. Schaps.
671 Behavioral Assessment (4) Principles, techniques, and conceptual and practical issues involved in behavioral assessment. Topics include data gathering and interpretation as well as report writing. Stoner.
673 Functional Assessment: Low Incidence Populations (4) Content and methods of educational and behavioral assessment procedures to the education of students with low-incidence disabilities and those at risk for developmental delays. Prereq: PSY 671, 672, Kanowski.
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. Shinn.
681 Instructional Consultation (4) Theory and practice in consultation in school settings with emphasis on Instructional issues in mainstream and special-education classrooms; students complete case studies in schools. Shinn.
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.
708 Internship (1-15R)
706 Special Problems: [Topic] (1-16R)
782 Practicum: [Topic] (1-16R)
SPECIAL-EDUCATION DEVELOPMENTAL DISABILITIES

1201 Alder Street
Telephone (503) 346-2391
Robert H. Horner, Area Head

FACULTY


Daniel W. Olson, senior research associate with title of associate professor (psychology of exceptional, independent living, curriculum development; coordinate, interdisciplinary special education doctoral training; B.A., 1974, California Lutheran; M.A., 1973, Idaho State; Ph.D., 1977, Oregon. (1977)

Delia C. Biers, research associate with title of associate professor (pediatric psychology, applied developmental psychology); B.A., 1975, Pacific Lutheran; Ph.D., 1978, Nebraska, Lincoln. (1984)

Durre L. Ferguson, senior research associate with title of associate professor (qualitative research, social meaning of disability; curriculum and instruction for teacher training; coordinator, developmental disabilities; B.A., 1975, Indiana M.S., 1977, Southern Connecticut State; Ph.D., 1984, Syracuse. (1988)

Philip M. Ferguson, research associate with title of assistant professor (social, policy and history, family studies); B.A., 1972, Indiana; M.A., 1976; Yale; M.S., 1979, Southern Connecticut States; Ph.D., 1986. Syracuse. (1986)


Russell M. Gentzler, professor (instructional research, staff development, program evaluation); B.A., 1967, Brandeis; Ph.D., 1978, Oregon. (1977)

Elizabeth C. Glowe, assistant professor (age, adult psychology, adapted physical education); B.S., 1959, Tulaf; M.S., 1963, Ed.D., 1974, North Carolina, Greensboro. (1964)


Larry E. Rhodes, senior research associate with title of associate professor (reading, instructional and educational services, research methods, professional development); B.S., 1970 North Carolina, Chapel Hill; M.S., 1956, Ph.D., 1992, Oregon. (1987)


Deborah Olson, research associate (supported employment and families research, qualitative research); B.A. 1974, M.S.E.D., 1975, Wisconsin. Superintendent, Ph.D., 1991, Syracuse. (1986)


Larry E. Rhodes, senior research associate with title of associate professor (reading, instructional and educational services, research methods, professional development); B.S., 1970 North Carolina, Chapel Hill; M.S., 1956, Ph.D., 1992, Oregon. (1987)


Richard W. Zelkic, research associate with title of assistant professor (social education orientation and policy); director, Western Regional Resource Center; B.A., 1967, Willamette M.A., 1968, California, Los Angeles Ph.D., 1985, Oregon. (1972)

Emeriti


Robert K. Scharf, professor emeritus; B.A., 1948, Wisconsin; M.A., 1949, Columbus; Ph.D., 1969, American. (1972)

The date in parentheses at the end of each entry is the first year on the Oregon University of Oregon faculty.

GRADUATE STUDIES

Programs in developmental disabilities focus on services to individuals with severe disabilities. They lead to both master's degrees—master of education, master of arts, or master of science—and doctoral degrees—doctor of philosophy or doctor of education—as well as a severely handicapped learner (SHL) endorsement.

Students develop instructional and management skills for working with individuals who have a variety of handicapping conditions. Extensive practical experience where academic knowledge is applied in actual service settings is required. The master's degree program offers two options: supportive school and community education, and transition specialist. The doctoral program consists of core requirements and individually selected course work to meet specific competencies.

Careers. A serious shortage of special education professionals exists throughout the nation. Graduates of the university's academic programs first positions in the United States and abroad. These positions include teaching at school-age, and adult levels, conducting individual and group intervention programs, managing residential living centers, coordinating in-service training programs, consulting with teachers about educating children with disabilities in regular classrooms and school settings, conducting research, teaching in colleges and universities, working in the administration of special education programs, and delivering the best practice in collaboration with a variety of professions in a range of settings.

Admission

Applications for admission to the Special Education Developmental Disabilities Area are available from the Center on Human Development Graduate Admissions, 501 Clinical Services Building. Consult specific application material for admission deadline. See the Graduate Program section of this bulletin for general admission requirements and procedures on graduate degree programs.

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 in schools or other experience with individuals with disabilities

4. Evidence of writing and communication skills

5. Evidence of probable success as a student (e.g., scores on either the Graduate Record Examination (GRE) or Miller Analogies Test (MAT) or a cumulative GPA of at least 3.0 for graduate applicants and transcripts for undergraduate applicants)

6. Letters of reference and recommendation

7. 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.

Students interested in more than one area of the Division of Special Education and Rehabilitation should indicate that on their applications, and their files will be reviewed by the relevant admission committees.

Master's Degree Program Options

Supportive School and Community Education. Supportive school and community education, an option within the special education development disabilities master's degree program, is designed to be comparable with SHL licensure. Graduate students in the SHL licensure program can meet master's degree requirements for completing a master's project or a thesis in addition to endorsement requirements. This option is most appropriate for those interested in working with students with severe disabilities in elementary or secondary schools.

Transition Specialist. Community programs for youth and adults with developmental disabilities continue to expand rapidly. This option in the special education development disabilities master's degree program prepares management and service-delivery professionals for the expanding array of key positions in community work and residential programs.

The 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 disabling conditions, and it prepares students to become leaders in transitional 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 skills at entrance and professional goals, all students must complete the following:

1. Core courses for the adult services and transition specialist

2. Courses to provide a foundation of knowledge in special education and related fields
Severely Handicapped Learner (SHL) Licensure Program
1791 Alder Street
Telephone (505) 346-2491
Dianne L. Ferguson, Coordinator

The SHL licensure program is task oriented and field based. It prepares professionals to work with individuals who are labeled moderately, severely, or profoundly retarded, physically and multiply handicapped, and autistic or autistic-like. It combines university study with extensive practical experiences in integrated public-school and other community-service programs. SHL program students focus on preprimary, elementary, or secondary programming. Full-time students can complete the licensure program in four consecutive terms. The program is also open to part-time students who work in schools and who want to achieve greater success with learners with severe disabilities and diverse learning needs. A bachelor's degree is required for admission to the SHL licensure 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.

The following courses are typically included in the SHL licensure program:
- SHL Licensure Courses
- 48 credits
- Seminar: Practicum Seminar (SPEJ 607)
- Practicum (SPEJ 609)
- Law, Policy, and Bureaucracy in Special Education (SPEJ 667)
- Programming and Instruction for Students with Severe Disabilities (SPEJ 685, 686)
- Curriculum Planning for Students with Severe Disabilities (SPEJ 697, 698)
- Classroom Management and Improvement (SPEJ 699)

Continuing Professional-Development Opportunities

An innovative 12- to 15-credit planned program provides some financial support for in-service professional development of general and special-education teachers, educational assistants, specialists, and family members who want to increase their capacity to improve instructional educational services for students with developmental disabilities. No degree is required to enroll in this program. More information is available from Diane Ferguson, Specialized Training Program, (505) 346-2491.

SPECIAL-EDUCATION DEVELOPMENTAL-DISABILITIES COURSES (SPER)

198 Workshop: [Topic] (1-2R) R when topic changes.
405 Reading and Conference: [Topic] (1-18R) R when topic changes.
406 Special Problems: [Topic] (1-72R) R when topic changes.
407/507 Seminar: [Topic] (1-5R) R when topic changes.
408/508 workshops: [Topic] (1-23R) R when topic changes.
499 Practicum: [Topic] (1-15R) Recent topics are Adult Services, Developmental Disabilities, Experience with Young Children with Disabilities.
410/510 Experimental Courses: [Topic] (1-5R) R when topic changes.
503 Thesis (1-9R) P/N only.
610 Research: [Topic] (1-6R) P/N only. A current topic is Research with Infants, Toddlers, and Preschoolers Who Are At Risk and Disability.
609 Supervised College Teaching (1-9R).
503 Dissertation (1-16R) P/N only.
604 Reading and Conference: [Topic] (1-16R) R when topic changes.
606 Field Studies: [Topic] (1-6R).
607 Seminar: [Topic] (1-5R) Recent topics are Assessment and Evaluation of Infants and Young Children, Counseling Exceptional Youth, Facilitating Mainstreaming, Grant Writing and Management, Independent Social Skills, Interdisciplinary Issues in Early Intervention, Program Evaluation, Prosemina, Research Issues in Early Intervention, R when topic changes.
608 Workshop: [Topic] (1-10R) R when topic changes.
610 Experimental Course: [Topic] (1-5R) R when topic changes.
612 Foundations of Disability (3) Overview of special-education and disability-studies issues: social construction of disability, personal and family experiences and perspectives, support systems that support individuals with disabilities.
614 Qualitative Research in Disability Studies (3) Focuses on applying qualitative research methods to special-education and disability studies.

615 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.
616 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.
617 Law, Policy, and Bureaucracy in Special Education (3) Provides information and develops strategies to advocate for improved school and adult services through a better understanding of laws, policies, and bureaucratic processes.

618 Programming and Instruction for Students with Severe Disabilities (3) Focuses on planning and implementing special-education and disability-studies issues.
620 Administration and Supervision (3) Focuses on planning and implementing special-education and disability-studies issues.
621 Program Evaluation (3) Focuses on planning and implementing special-education and disability-studies issues.
622 Research Issues in Early Intervention (3) Focuses on planning and implementing special-education and disability-studies issues.

623 Assessment and Evaluation of Infants and Young Children with Disabilities (3) Focuses on planning and implementing special-education and disability-studies issues.
624 Counseling Exceptional Youth (3) Focuses on planning and implementing special-education and disability-studies issues.
625 Facilitating Mainstreaming (3) Focuses on planning and implementing special-education and disability-studies issues.
626 Grant Writing and Management (3) Focuses on planning and implementing special-education and disability-studies issues.
627 Independent Social Skills (3) Focuses on planning and implementing special-education and disability-studies issues.
628 Interdisciplinary Issues in Early Intervention (3) Focuses on planning and implementing special-education and disability-studies issues.
complex problem behaviors. Prereq: SPET 685 or instructor's consent. Albin, Sprague.

687 Programming and Instruction for Students with Severe Disabilities II (3) Focuses on providing the most advanced information available on instructional and behavioral support procedures for students who present difficult challenges. Prereq: SPET 685, 686, or instructor's consent.

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 disabilities. 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) Emphasizes on the organization and management of community organizations, including discussions of theory and issues related in managing nonprofit organizations.

697 Curriculum Planning for Students with Severe Disabilities I (3) Programming and curriculum, family- and community-referenced assessment, collaborative individual education plan development, design, development, and modification of curriculum in communication, social behavior, motor-mobility, and sexuality. D. Ferguson.

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 standard curriculum content for learners with severe disabilities. D. Ferguson.

699 Classroom Management and Program Improvement (3) Noninstructional aspects of teacher responsibilities for students with severe disabilities. Topics include working with colleagues and classroom staff members, relating to families, program improvement, staff development, innovations. D. Ferguson.

700 Special Problems: [Topic] (1-6R) R when topic changes.

701 Seminar: [Topic] (1-5R) R when topic changes.

702 Workshop: [Topic] (1-5R) R when topic changes.

703 Practicum: [Topic] (1-16R) R when topic changes.

SPECIAL-EDUCATION EXCEPTIONAL LEARNER

275 Education Building
Telephone (503) 364-5521
Mary Cleason, Area Head

FACULTY


Barbara Hix, visiting assistant professor; coordinator, summer enrichment program. S.E., 1964, Illinois; M.S., 1972, J.D., 1975, Oregon. (1986)


Emeriti


V. Krute Espeseth, associate professor emeritus. B.S., 1955, North Dakota State Teachers; M.S., 1961, North Dakota State; Ph.D., 1965, Wisconsin, Madison. (1964)


The date in parentheses at the end of each entry is the first year on Oregon University faculty.

ABOUT THE AREA

See Undergraduate Studies in the College of Education section of this bulletin for a description of the minor in special education.

GRADUATE STUDIES

Programs in special education for the exceptional learner specialize in working with individuals who have mild disabilities (traditionally called mildly 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.

Career Opportunities. The master's degree program primarily prepares professionals to work as specialists and consultants in school programs that serve students with diverse learning needs (behavioral, academic, or social). Students pursue the master's degree to enhance their skills as special education teachers or consultants, to work in adult service programs for people with disabilities, or to prepare for school administration programs or for the doctoral program. The doctoral program in special education prepares individuals for research and teaching positions in higher education, research positions with private foundations, administrative positions in schools, district and regional educational agencies, and consultation positions in the education profession. The handicapped learner endorsement program prepares individuals to teach students with disabilities in grades K-12.

Admission and Application. Graduate programs require a 3.00 grade point average (GPA), letters of recommendation, and a statement of professional goals. Doctoral applicants must submit Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores. Licensure applicants must submit passing scores for the California Basic Educational Skills Test (CBEST). Booklets that provide detailed application and admission requirements are available from the admissions coordinator, 275 Education Building.

Master's Degree Program

This area offers master of arts (M.A.), master of science (M.S.), and master of education (M.Ed.) degrees in special education: exceptional learner. 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 license and have completed at least one year of successful classroom teaching.

The program of study leading to the master's degree requires 45 credits of graduate work. A minimum of 20 credits must be the required core and include a 3-credit master's project or 9-credit thesis. Electives should focus on an area of interest and are identified in consultation with a faculty advisor. Students can complete the course of study in four to six consecutive terms.

Core Requirements

- **Professional Seminar in Special Education (SPED 607)** 1
- **Psychology of the Exceptional Individual (SPED 511)** 3
- **Behavior Management (SPED 526)** 3
- **Law and Special Education (SPED 628)** 3
- **Design of Instruction (SPED 680)** 3
- **Research and Writing in Special Education (SPED 683)** 3
- **Reading and Conference: Master's Project or Thesis (SPED 563)** 3-9

Electives

- **29-35 credits**

In consultation with an advisor, students identify additional courses designed around an area of interest called options. Possible options are Assessment and Evaluation Option, Clinical Assessment Procedures Option, Individualizing Special Education Option, Classroom Consultation Option, and Law and Special Education Option.

Doctoral Degree Program

The doctoral degree program provides advanced training in preparation for leadership positions in special education. The program requires 90 credits beyond the master's degree and is designed for full-time students. Typically, students complete the program in three to four years. The program uses a cohort model in which students begin in the fall and complete a full year of foundational coursework. Following a comprehensive examination covering first-year coursework, students choose an individualized program of study designed with an advisory team of three faculty members. Finally, upon completion of the program of study, students advance to candidacy and complete a dissertation.

Foundation Courses

- **Seminar: Doctoral Special-Education Research (SPED 607)** 3
- **Seminar: Doctoral Special-Education Pedagogy (SPED 607)** 3
- **Seminar: Doctoral Professional (SPED 607)** 3
- **Seminar: Statistics Education I (SPED 607)** 3

ENDORSEMENT OPPORTUNITIES

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 license after completing a program of 42 credits, or they may complete the entire program in a standalone teaching license special education.

Two options are available for completing licensure:

- **Option 1**
  - Emphasizes academic interventions for children and youth who have learning problems. See Kathy Jungjohann, 275 Education Building or call her at (503) 346-5521 for more information about Option 1.

- **Option 2**
  - Emphasizes secondary and postsecondary issues such as teaching independent living, personal-social, and vocational skills. See Cynthia Herr, 175 Education Building or call her at (503) 345-5563 for more information about Option 2.

Special-Education Exceptional-Learner Courses (SPED)

- **408 Reading and Conference: [Topic] (1-21R)**
- **410 Special Problems: [Topic] (1-16R)**
- **409/509 Seminar: [Topic] (1-5R) Topics include Behavior Disorder Issues, Identification and Assessment, Learning Disabilities, Mental Retardation.**
- **408/508 Workshop: [Topic] (1-21R)**
- **409 Practicum: [Topic] (1-21R) Recent topics include Education for Exceptional Children, Handicapped Learner, T. Talented and Gifted**
- **410 Experimental Course: [Topic] (1-5R)**
- **411/511 Psychology of the Exceptional Individual (5) A categorical and cross-categorically**
- **421/521 Special-Education Reading Instruction (3) Systematic instruction of decoding and reading comprehension skills for students with disabilities: phonics analysis**
language skills, content-area reading, and
422/522 Special-Education Mathematics
instruction (3) Systematic instruction of
mathematical skills for students with disabilities:
asessment, planning, curriculum modification, di-
agnosis and remediation of persistent error
patterns, evaluation.
423/523 Special-Education Language Arts In-
struction (5) 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, be-
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 class-
room, documenting student skills and knowl-
edge, and interpreting program outcomes.
429/529 Secondary Programs and Transition
Issues (3) Review of historical development, cur-
ricula, teaching strategies, program delivery
models, and transition issues in secondary and
postsecondary special education.
430/530 Introduction to Exceptionalities
(3) Examines issues related to disability and services
available in schools and in the community for
individuals and families. For students who do not
plan to concentrate on special education.
440/540 Academic Instruction for Adolescents
(3) Programming concepts, teaching methodology,
and curricula for assessing and teaching
academic skills in a secondary school environ-
ment to adolescents with mild disabilities. Not
442/542 Vocational Skills for Adolescents (3)
Introduces instructional procedures for teaching
vocational skills to exceptional adolescents and
young adults in classroom settings. Examines voci-
ational services available in the community. Not
444/544 Independent Living Skills for
Adolescents (3) Emphasizes assessing and
teaching independent living (living in the com-
community with minimal assistance) and personal-
social skills to exceptional adolescents. Not
450/550 Facilitating Secondary Mainstreaming
(3) Examines issues relevant to main-
streaming secondary students with mild disabili-
ties 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 pro-
grams and programming.
505 Thesis (1–9R) P/N only
601 Research [Topic] (1–6R) P/N only
605 Dissertation (1–6R) P/N only
605 Reading and Conference [Topic] (1–16R)
606 Field Studies [Topic] (1–6R)
607 Seminar [Topic] (1–5R) Recent topics in-
clude Analysis and Synthesis of Research; Behav-
ioral Disorders; Doctoral Pedagogical Foundations;
Doctoral Professional Writing; Doctoral Research
Foundations; Doctoral Special Education Issues;
Supervision: LIC-LIII.
608 Workshop [Topic] (1–10R)
609 Practicum [Topic] (1–16R) Topics include
Classroom Consultation; College Teaching;
Handicapped Learner LIII; Research; Second-
ary LIII; Supervision; Talented and Gifted.
610 Experimental Course [Topic] (1–6R)
623 Individualizing Special Education (3) Ex-
mamination of history and current practices in spe-
cial education; social perspectives on past and
present; research on characteristics of individuals
with disabilities; development of appropriate in-
dividual 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. Not offered
655 Supervised Field Experience (5–12R) P/N
only. Provides practical experience in teaching
students with disabilities in a public-school set-
ing under the direction of cooperating teachers
and university supervisors.
660 Design of Instruction (3) Design, develop-
ment, and evaluation of instructional materials for
children with disabilities. Emphasis on analysis
and construction of instructional sequences for
various learning tasks.
661 Research and Writing in Special
Education (3) Introduction to special-education
research and application of American Psycholog-
ical Association standards: critical reading of
published literature, writing professional criti-
cues, 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 [Topic] (1–5R)
708 Workshop [Topic] (1–6R)
709 Practicum [Topic] (1–6R)
777 Supervised Field Experience (1–15R)
P/N only
School of Journalism and Communication

201 Allen Hall
Telephone (503) 346-3738
Duncan L. G. McDonald, Dean

FACULTY

Emeriti
Carl C. Webh, associate professor emeritus. B.S., 1932, M.A., 1930, Oregon. (1943)
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.
ABOUT THE SCHOOL

The School of Journalism and Communication offers programs leading to bachelor's, master's, and doctoral degrees. Students major in one of six specialized areas: advertising, communication studies, electronic media production, magazine, news-editorial, or public relations.

The school, which started as a department in 1912 and became a professional school in 1916, is one of the oldest journalism schools in the United States and also one of the most broadly conceived. The school is accredited by the National Accrediting Council on Education in Journalism and Mass Communications. The University of Oregon has one of the few accredited programs in the western United States with as many as six fields of study.

The program is based on a premise that the best professional communicator is broadly educated. In accordance with national accrediting standards, students must take at least 131 credits in courses in the School of Journalism and Communication. Of those, 94 credits must be in courses from the College of Arts and Sciences. A maximum of 45 credits in the 180-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 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.

Majors are encouraged to consider a second major or a 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 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 books and trade books that cover such areas as advertising, language skills, reporting, interviewing, information gathering, media criticism, political communication, graphic arts, public-relations writing, and magazine writing.

Many students are active in campus affairs, working for such agencies as the campus daily newspaper, the university 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 Advisers, 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 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 basic computer skills.

Community college students planning to transfer to the University of Oregon School of Journalism and Communication should concentrate on college-transfer courses, especially in literature, economics, and history, that can fulfill university requirements and the school's general-studies requirements. Almost all professional courses are taken at the School of Journalism and Communication. Advising material is available to community college students upon request.

General Information

The School of Journalism and Communication occupies Eric W. Allen Hall, named in memory of its first dean. Fully equipped laboratories are provided for news writing, editing, advertising, graphic design, radio-television, radio-television, radio-television, radio-television, and radio-television. 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's Knight Library has an extensive collection of the literature of journalism and 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 Center in providing placement services for journalism graduates.

Scholarships. Scholarships ranging from $500 to $3,000 are available through the School of Journalism and Communication with the support of foundations, endowments, and other sources. Some are administered through the school's Career Center, while others are privately endowed. Grants are awarded to poor undergraduate journalism students to help cover their college expenses. Information about admission and degree requirements is available to incoming students during New Student Orientation. The school also offers scholarships for students who can demonstrate academic excellence and financial need.

Premajor Program

Students should complete the school's core curriculum. This consists of four courses taken the freshman and sophomore years. 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). Students should take these courses in the order prescribed by the college. Students who have completed these courses may take more advanced courses in news writing, editing, advertising, and other areas of specialization.

Premajors must take the core courses for letter grades and earn a grade point average of 2.00 or better for the core before applying for major status.

Premajors typically take another preparatory course, although it is not required. Grammar for Journalists (J 101) prepares students to take the Language Skills Diagnostic Test (LSDT), a prerequisite for J 203. The LSDT is a comprehensive examination of spelling, grammar, and word usage. Students may attempt the LSDT only twice. The journalism faculty suggests that students take the course first.

Premajors must take 400-level journalism courses.

Admission as a Major

Admission to the School of Journalism and Communication is competitive. Before applying for admission as a major, a premajor must fulfill the following requirements:

1. Complete 45 or more credits of course work.
2. For the specialized areas of advertising, electronic media, magazine, newspaper, and public relations, students must attain a cumulative GPA of at least 2.50 for all work done at the OU. For the communication studies area,
they must attain a cumulative GPA of at least 2.00 for all work done at the UC.
3. Earn a passing score on the Language Skills Diagnostic Test (LSDT)
4. Complete the school's core curriculum (J 201, 202, 203, 204) with an overall GPA of 2.00 in core courses

A student's GPA is a major factor in the admission decision. Students with a UC GPA lower than required should consult the assistant dean for student services concerning their potential for admission.

Applicants are evaluated and judged competitively by an admissions committee as applications are received. The committee considers the following requirements listed above, and other materials that applicants submit, including a personal statement. The committee has the option of waiving any of the four requirements listed above if there is evidence to the candidate's high potential for success as a major is presented and approved.

**Transfer Students**

Students transferring to the University of Oregon School of Journalism and Communication enter as premajors. They apply to the University of Oregon Office of Admissions and are accepted as premajors if they meet the university's general standards for admission. The school, however, does not encourage a transfer student with a college GPA below 2.50 to apply for major status. To be admitted to major status, transfer students must meet the school's requirements for admission as outlined above.

**Transfer Credit**

The School of Journalism and Communication accepts journalism credits earned at other colleges and universities as follows:

1. Credits earned at schools of journalism accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) 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. They do count toward the 45-credit limit set by national accrediting standards.
3. The school accepts, both for credit and for meeting specific course requirements, courses offered under the UO Community Education Program if the courses are taught by members of the School of Journalism and Communication faculty or by teachers approved by the faculty.
4. Regardless of the number of credits transferred, students must take at least 27 credits of journalism in residence to earn a degree from the University of Oregon.
5. Students cannot take more than 45 credits in journalism courses out of the 180 total credits required for a bachelor's degree. They may, however, add credits to the 180-credit total to accommodate extra journalism credits (e.g., up to 186 credits to accommodate 51 credits in journalism, including transfer credits.
6. The school accepts equivalent courses taught at other colleges to meet the J 201 requirement for application to be a major.

Transfer students wanting to discuss the transfer policy may consult the assistant dean for student services in 208 Allen Hall.

**Major Requirements**

Majors must meet the UC requirements for the bachelor of arts (B.A.) or bachelor of science (B.S.) degree. In addition, they must meet the following requirements of the School of Journalism and Communication:

1. Satisfactory completion of at least 131 credits in academic fields other than journalism with at least 94 of those credits from the College of Arts and Sciences. A student who graduates with 180 credits must take no more than 45 credits in journalism, including transfer credits.
2. Satisfactory completion of at least two writing courses at the School of Journalism and Communication or transferred from an ACEJMC-accredited journalism program. Writing (for journalists) (J 203) qualifies as one such course. Grammar for Journalists (J 101) does not fulfill this requirement.
3. Satisfactory completion of at least two writing courses at the School of Journalism and Communication or transferred from an ACEJMC-accredited journalism program. Writing (for journalists) (J 203) qualifies as one such course. Grammar for Journalists (J 101) does not fulfill this requirement.
4. Satisfactory completion of at least three of the following courses: Communication Law (J 365), Communication Economics (J 366), Communication History (J 387), Communication Theory and Criticism (J 388), Communication Ethics (J 495).
5. A cumulative UC GPA of 2.50 or better.
6. A cumulative UC GPA of 2.50 or better in courses taken in the School of Journalism and Communication.
7. Satisfactory completion of at least one of the following academic-program specialized areas including course prerequisites:
   - Advertising
     - Two of the following: Advertising Copy Writing (J 341), Advertising Layout (J 442), Advertising Media Planning (J 443), Agency Account Management (J 444). Students must take Marketing Campaigns (J 448) or Student’s Guide to Teaching Writing in the School of Journalism and Communication (J 201). Students who prefer to continue or take J 341 must take an additional writing course in the School of Journalism and Communication.
   - Communication Studies
     - Introduction to Communication Theory (J 311), Introduction to Media Systems (J 312), Issues in Media Systems (J 411), Issues in Media Criticism (J 412). Students must take both J 411 and J 412 or either course twice when topic changes.
   - Electronic Media
     - Video-Production Option: Introduction to Electronic Media Production (J 330), Television Field Production (J 331), Television Studio Production (J 332), Broadcast-New Option: Introduction to Electronic Media Production (J 330), Reporting for Electronic Media (J 342), either Advanced Radio News (J 435) or Advanced Television News (J 436)
     - Magazine, Reporting I (J 362), Magazine Article Writing I (J 374), and one of the following: Specialized Reporting (J 465), Magazine Article
   - Writing II (J 472), Magazine Feature Editing (J 473), The Magazine Editor (J 474), Magazine Design and Production (J 476)
   - News-Editorial, Reporting I (J 361), Newspaper Editing (J 364), Reporting II (J 465)
   - Public Relations: Principles of Public Relations (J 356), Public Relations Writing (J 351), Public Relations Problems (J 453)

General-Studies Courses. Because the School of Journalism and Communication believes in a broadly based education for its majors, students must complete the following courses:

1. 16 credits in literature (excluding courses dealing primarily with film)
2. 6 credits in history
3. 6 credits in economics

Courses numbered 156, 198, 199, 399-406, or 685-687 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 English translation by foreign-language departments.

Internship. A major may earn no more than 3 credits in Internship (J 404). Grades. Majors and premajors must take all school courses for letter grades unless a course is offered only pass/no pass (PN). Grammar for Journalists (J 101) may be taken PN. 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 and Communication 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); Communication Law (J 365); Communication History (J 387); Journalism and Public Opinion (J 394); Media Research and Theory (J 395); Advertising and Society (J 446); International Journalism (J 492); Communication Ethics (J 495); Media Management and Economics (J 497). Students may submit petitions to apply other courses toward the minor.

**Second Bachelor's Degree**

Students who already possess a bachelor's degree and want to earn a second bachelor's degree in the School of Journalism and Communication may apply for 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 school's requirements for graduation including the school's 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 previously.
GRADUATE STUDIES

The master of arts (M.A.) and master of science (M.S.) programs at the University of Oregon School of Journalism and Communication seek to prepare students for a range of positions in the field of communication while preparing them to understand the structure, function, and role of mass communication in society. The goals are to educate students to be mass media leaders and decision-makers who actively contribute to improving the quality of media and to prepare students for doctoral studies.

The Ph.D. degree is intended to develop scholars who can critically examine institutions of mass or mediated communication. Current faculty expertise lies in three overlapping areas of emphasis: (1) global media and information issues, (2) the reasons communication institutions are organized the way they are and behave the way they do, and (3) the social and cultural role of communication in society. The Ph.D. is a research degree, and the program is intended to develop students with capability in—and tolerance for—both quantitative and qualitative research techniques. Ph.D. graduates can pursue careers in teaching, research, or policy analysis.

Requests for information and graduate application materials should be sent to the Graduate Program Director, School of Journalism and Communication, 1275 University of Oregon, Eugene OR 97403-1275.

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 requirements and materials for scholarships, fellowships, and other financial assistance must be submitted by the deadlines stated under Admission Requirements. Applicants may apply for both a scholarship and a fellowship at the same time.

International Students

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 participating in the 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.

Admission Requirements

Admission to the graduate program is granted for fall term only. Application materials are the same for both the master’s and the Ph.D. programs. Applicants to the master’s program must have received a B.S. or B.A. or equivalent by fall enrollment; applicants eligible to attend the Ph.D. program must have received an M.A. or M.S. or equivalent. To be considered for admission, an applicant must submit the following:

1. Official transcripts from all institutions where undergraduate and graduate work was completed. The minimum undergraduate 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 verbal and quantitative score for admission is 1,100. 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.
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. Doctoral applicants may include a copy of a master’s thesis.
6. Three letters of recommendation, two from academic sources
7. International students must also submit documentation for (a) either a Test of English as a Foreign Language (TOEFL) score of 520 or better or a Michigan English Language Assessment Battery (MELAB) score of 83 or better, and (b) a score for a Test of Spoken English (TSE). A minimum score is not required for the TSE. Application deadlines are February 1 for doctoral applicants and March 1 for master’s degree applicants.

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 are determined for each student at the time of admission.

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

A graduate student in the School of Journalism and Communication must complete the pass/fail option for a graduate course offered by the school unless that course is offered F/N only.

Master’s Degree

Candidates for the master’s degree must earn at least 46 graduate credits with a cumulative GPA of 3.00 or higher. 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 taken in the first year of graduate studies: 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 and Communication. Except for graduate seminars (J 607), J 601-610 do not count toward this requirement
3. At least 6, but no more than 15, graduate credits outside the School of Journalism and Communication. 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 620) or professional project (6 credits in J 699) approved and supervised by a faculty committee. Each student chooses a faculty member to supervise the research and writing of the thesis or project. The topic must be approved by the adviser before work begins. A student should register for Thesis (J 563) or Terminal Project (J 569) during the term in which the research and writing take place.

Creative Nonfiction Option

Candidates for a master’s degree in journalism may specialize in creative nonfiction. Students electing this option must earn 57 graduate credits and have a cumulative GPA of 3.00 or higher. Courses that do not carry graduate credit are not considered in determining the graduate GPA. Students typically take six terms to complete the program. Specific requirements follow.

Core Courses

33 credits

Writing. Creative Nonfiction L.J.III (J 635, 636, 637), taken during first year of study. 18

Journalism. Seminar Literary Journalism (J 587) Mass Communication and Society (J 611) Literature of Literary Journalism (J 631) One 600-level course—e.g., Seminar: Ethics (J 630) or Philosophy of Mass Communication (J 600). Students may specialize in writing, mass media, or journalism. There is no core required for the writing option. Term paper, thesis, or project. Seminar in Writing the Nonfiction Book (J 587), typically taken during second year of study.

Electives

28 credits

Journalism courses, approved by adviser. Nonjournalism courses, approved by adviser. Terminal Project. Minimum of 6 credits

Terminal Project. Component of the master’s degree program. Requires writing that is noteworthy for its substance and its artistic quality. Course is taken during the term in which research and writing for the terminal project occurs. Candidates for the master’s degree, but not the M.S. degree, must be proficient in a foreign language. Proficiency can be demonstrated by completing, within the past seven years, the second year of the language at the college level or by passing an examination demonstrating equivalent competence.

Evaluation of Progress. All graduate students’ programs are examined by the school’s graduate affairs committee during progress toward the master’s degree.
1. Graduate students in the journalism and communication school are automatically considered for advancement to candidacy during their third term 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 of 3.00 or higher. The three core courses (611, 612, 613) are part of the first 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 they complete 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, a student must have a 3.00 GPA or higher in graduate course work and have completed all three core courses.

Students nearing completion of their programs should consult with their advisers about requirements to be met before the awarding of the degree. During the term in which the thesis or project is completed, the student schedules an oral examination with his or her thesis or project committee. Students are responsible for meeting Graduate School requirements for thesis format and deposit deadlines.

Doctor of Philosophy Degree

Candidates for the Ph.D. degree typically take about 72 graduate-level credits of course work beyond the master's degree; the exact number of credits depends on the student's graduate-study experience. The program concludes with a dissertation. Specific requirements follow.

1. Core Sequence. Within the first three terms of study, the student must complete the core sequence of courses: Proseminar I (649), Qualitative Research Methods (641), Quantitative Research Methods (642), Proseminar II (643).

2. Outside Field. In close consultation with an academic advisor and the school's graduate studies director, each student designs an integrated outside-field component for his or her program. The program stresses the interconnectedness of communication with other disciplines; the 18-credit outside field may involve more than one outside department.

3. Methodological Tool Requirement. The student's committee evaluates the student's specific research aims and typically requires specific additional methods courses within and/or outside the school.

4. Seminar in Teaching. A seminar in teaching is required of students who hold graduate teaching fellowships and is strongly recommended for other doctoral students in the school who are interested in a higher-education teaching career.

5. Comprehensive Examination. After course work is complete, the student, the graduate studies director, and the student's comprehensive examination committee schedule an examination that requires a synthesis of what the student has learned. The student must pass the comprehensive examination before advancing to candidacy and beginning work on the dissertation.

6. Dissertation. A dissertation (18 credits in J 603) is the final step in the doctoral program. It is a professionally central experience in the design, conduct, and dissemination of original research. It is written after the student's proposal dissertation topic is approved.

JOURNALISM COURSES (I)

101 Grammar for Journalists (3) Intensive review of grammar, word use, spelling, and principles of clear, concise writing. Introduction to the journalistic style.

196 Field Studies: Topic (1-28)
198 Colloquium: Topic (1-28)
199 Special Studies: Topic (1-58)
201 The Mass Media and Society (4) The various media of mass communication and their effects on society. Bybee, Merskin, Robinson, Stavisky.

202 Information Gathering (3) Survey of methods and strategies for acquiring information of use to the various mass media. Examination of records, databases and sources, and interview methods. Bybee, Kesler, Ponder.

203 Writing for the Media (3) Introduction to the process and practice of writing for the several mass media channels. Discussion of rules and responsibilities of the public communicator. Prereq: Language Skills Diagnostic Test, sophomore standing. Franklin, Kesler, Russian, Wheeler.

204 Visual Communication for Mass Media (3) Theory and application of visual communication in newspapers, magazines, television news, advertising, and public relations. McDonald, Ryan.

311 Introduction to Communication Theory (3) Introduction to communication as a social process of meaning production mediated through sign systems. Emphasis on interrelationships among communication, technology, and society. Bybee, Ismach, Lerner, Robinson, Wanta, Wasko.

312 Introduction to Media Systems (3) Critical overview of the economic, social, and political implications of the communication systems and technologies on which the information society is based. Bybee, Gleason, Robinson, Stavisky, Wasko.

320 Women, Minorities, and Media (3) Inequalities in mass media with regard to gender, race, and ethnicity. Ramifications and possible mechanisms of change. Alman, Kesler, Merskin, Steeves.

330 Introduction to Electronic Media Production (3) Introduction to writing for electronic media and to aesthetic and technical elements of audio and video production. Shenfield, Stavisky, Upshaw, Willingham. Majors only.

331 Television Field Production (3) Intensive examination of relationships between techniques of single-camera field video and message coherence. Exercises in image control and sequencing. Prereq: J 330, Shenfield, Willingham.


340 Principles of Advertising (3) 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. Frazier, Levery, Maxwell, Merskin.

341 Advertising Copy Writing (4) Theory and practice in writing advertising copy. Study of style and structure with emphasis on strategy formulation. Prereq: J 343, Frazier, Levery, Maxwell, Merskin. Majors only.

350 Principles of Public Relations (3) Theory and practice, mass media as publicity channels, the public relations practitioner, departments and agencies. Biswas, Coleman, Steeves. Majors only.

351 Public Relations Writing (4) Preparation of press conferences, press kits, and news releases; institutional advertising copy; executive speeches, dissemination of publicity material through the broadcasting media. Prereq: J 350. Biswas, Coleman, Steeves. Majors only.

361 Reporting I (4) Basic training in news gathering. Extensive writing under time pressure, including a variety of assignments: straight news, features, interviews, speeches. Prereq: J 202, J 203, typing ability. Franklin, Gleason, Ismach, Lerner, Ponder, Wanta. Majors only.

362 Newspaper Editing I (3) Copy editing and headline writing for newspapers; emphasis on grammar and style. Problems in evaluation, display, makeup, and processing of written and pictorial news matter under time pressure. Prereq: J 361. Russell, Wanta. Majors only.

365 Photographic Journalism (3) Introduction to black-and-white photography, assignments with emphasis on the structure, law, and ethics of photographic journalism. Gleason, McDonald, Ryan.

371 Magazine Article Writing I (3) Writing magazine feature articles; study of the problems of marketing magazine manuscripts. Prereq: J 361 or instructor's consent. Kesler, Metzler, Wheeler. Majors only.

375 Production for Publication (3) Production of news-editorial and advertising material in the print media. Includes printing processes, typography, composition methods, and graphic arts photography. Metzler, Ryan.

385 Communication Law (4) 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: J 201. Gleason, Ponder, Robinson.

386 Communication Economics (4) Survey and analysis of economic relationships that exist in our communication system and how that system is integrated into the domestic and international economy. Prereq: J 201. Ismach, Wanta, Wasko.


394 Journalism and Public Opinion (4) Formation, reinforcement, and change of opinion. The role of major social and political insti-
tions with emphasis on the mass media of communication. Prereq: Junior standing.
Colman, Imsach, Lemert.
395 Media Research and Theory (3) Theoretical models of mass communication based on systemic research. Applications to a variety of journalism operations. The most-used communication research methods. Lemert, Imsach, Stavitsky.
399 Special Studies: [Topic] (1-5R)
401 Research: [Topic] (1-9R)
403 Thesis (1-9R)
404 Internship: [Topic] (1-3R) Prereq: only. R for maximum of 5 credits.
405 Reading and Conference: [Topic] (1-9R) Prereq: only.
406 Special Problems: [Topic] (1-9R) Prereq: only.
408/508 Workshop: [Topic] (1-3R) Prereq: only.
409 Practicum (1) [Topic] (1-9R) Prereq: only.
411/511 Issues in Media Systems: [Topic] (3R) Prereq: only. Uses various approaches, such as political economy, legal, historical, institutional, and comparative, to study media systems. Prereq: J 311, 312. Bybee, Gleason, Robinson, Stavitsky, Stawitsky. Wanta. R once when topic changes. Majors only.
412/512 Issues in Media Criticism: [Topic] (3R) Prereq: only. Uses a variety of theories and methods to examine specific aspects of media content, processes, and audiences systematically. Emphasizes both social and aesthetic criticism. Prereq: J 511, 512. Bybee, Gleason, Robinson, Stavitsky, Stawitsky, Wanta. R once when topic changes. Majors only.
415/515 Survey of the Documentary (3) Historical and critical survey of the documentary as a form of artistic expression and an instrument of social commentary. Prereq: Junior standing. Stavitsky, Willingham.
417/517 Public Broadcasting and Culture (3) Comparative analysis of the structure and focus of cultural programming on public and commercial television. Focus on treatment of social and aesthetic values. Prereq: Junior standing. Stavitsky, Stawitsky.
418/518 Communication and Democracy (3) Survey of the role of communication in democratic theory. Special emphasis on the implications of the changes in communication and communication technology for contemporary democratic practice. Prereq: Junior standing. Rivlin, Bybee.
419/519 Editing Styles (3) Introduction to moving-image editing styles through intensive study and analysis of selected film and video materials. Prereq: J 330.
420/520 Concepts in Television Production (3) Study and analysis of the production process by which emotions and ideas are translated into visual language. Prereq: J 331 or 332. Stavitsky, Willingham. Majors only.
434/534 Advanced Television News (3) Special problems and opportunities for gathering, writing, editing, producing, and presenting the news for television broadcasting. Prereq: J 432/532. Nestvold, Stavitsky, Upham. Majors only.
435/535 Television Direction (3) Theory and techniques of television direction explored through group exercises and individual projects. Prereq: J 332. Stavitsky, Willingham.
444/544 Agency Account Management (3) Advertising-agency structure and procedures; analysis and consumer research to determine strategic positioning; role of the account executive in the advertising agency. Prereq: J 340. Frazer, Laverty.
446/546 Advertising and Society (3) 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. Alman, Frazer, Maxwell, Messkin.
448/548 Advertising Campaigns (4) 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. Prereq: J 360, 341 and either J 442/542 or 443/543. Frazer, Laverty, Maxwell, Messkin. Majors only.
455/555 Third World Development Communication (3) The role of communication in Third World development projects. Diffusion, social marketing, and alternative approaches. Prereq: Junior standing. Alman, Ponder, Steeves.
462/562 Reporting II (4) Advanced newspaper reporting on public affairs and community news, including internship assignments at area newspapers. Prereq: J 361. Imsach, Ponder. Majors only.
463/563 Specialized Reporting: [Topic] (1-4R) Newspaper reporting of special topics. Topics include business and economics, politics, health and medicine, science, the arts, and precision journalism.
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.
467/567 Reporting III (4R) Reporting involving context and patterns that go beyond individual news events. Prereq: J 462/562. Franklin, Imsach, Ponder, Russel, R once with instructor's consent. Majors only.
474/574 The Magazine Editor (4) Comprehensive
examination of nonediting aspects of the magazine editor's role: issue planning, ethics, marketing, production, circulation, and graphics. Prereq: J 371, 472/573.
Kessler, 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. Kessler, Bybee, Ram, Wheeler.

481/581 Newsletter Publication (3) Examines principles and practices of all aspects of newsletter publication including planning, information gathering, writing, editing, layout, and printing. Bivins, Coleman, Ryan, Wheeler.

483/553 The Journalistic Interview (3) Gather information through asking questions. Literature and research findings on techniques of listening, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Kessler, Metzler, majors only.

492/592 International Journalism (3) Mass communication media throughout the world: historical background, conflicting theories of control; international news services and foreign correspondents; problems in developing nations. Bivins, Ponder, Steeves.

495/595 Communication Ethics (3) Ethical problems in journalism: conflicts of interest, verbal attribution, fabrication, plagiarism, governmental policy and media codes, individual privacy vs. public interest, accountability. Prereq: junior standing. Bivins, Bybee, Gleason.


498/598 International Communication (3) Examines national and cultural differences in media and information systems, global news and information flows, implications of rapid technological change, and communication and information policies. Prereq: junior standing. Robinson.

503 Thesis (1-9R) P/N only
601 Research: [Topic] (1-6R) P/N only. R for maximum of 16 credits.
602 Supervised College Teaching (1-3R) R for maximum of 5 credits.
603 Dissertation (1-6R) P/N only. R for maximum of 16 credits.
604 Internship: [Topic] (1-3R) P/N only. R for maximum of 5 credits.
605 Reading and Conference: [Topic] (1-6R) P/N only. R for maximum of 16 credits.

606 Special Problems: [Topic] (1-6R) P/N only. R for maximum of 16 credits.
607 Seminar: [Topic] (1-3R) Current topics are Gender and Media, Issues in Radio and Society.
608 Workshop: [Topic] (1-6R) P/N only. R for maximum of 16 credits.
609 Terminal Project (1-6R) P/N only. R for maximum of 6 credits.
610 Experimental Course: [Topic] (1-5R) A current topic is Political Language and Communication.
611 Mass Communication and Society (3) Review of the literature of mass communication introduction to graduate study in journalism and mass communication. Ismael, Kessler, Lernert, 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. Bybee, Ismael, Lernert, Steeves.
614 Communication Research Methods (3) Introduction to graduate research methods. Selection and planning of research studies; class research project with instruction in appropriate methodology and basic statistical analysis. Coleman, Ismael, Lernert, Wang.
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.

617 Bias in the News Room (3) Objectivity norms and other craft traditions; their consequences for audiences and for the adequacy of media performance. Lernert.
618 Criticizing the Media (3) Traditional, humanistic, social-responsible approaches compared with empirical approach: analysis and criticism of media performance and professional norms. Bybee, Lernert.
620 Public Relations Planning Theory (3) Public relations management including systems theory and various formulas for program planning and evaluation. Prereq: J 653/553. Bivins.
631 Literature of Literary Journalism (3) Explores philosophical, historical, literary, and moral issues related to the genre of literary journalism, or creative nonfiction writing. Instructor's consent.
635, 636, 637 Creative Nonfiction 1, II, III (6,6,6) Concentrates on student writing of nonfiction in a workshop setting. Prereq: instructor's consent. Approved journalism and creative writing graduate students only. Franklin, Kessler.
640 Proseminar 1 (4) Overview of theories used to study mediated communication, mass communication, and communication technologies: theory application to media processes; discussion of enduring issues in the field. Prereq: doctoral standing. Bybee, Kessler, Lernert.
TELECOMMUNICATION AND FILM

214D Allen Hall
Telephone (503) 346-4174
Janet Wasko, Graduate Director

The telecommunication and film area was transferred from the Department of Speech in the College of Arts and Sciences to the School of Journalism and Communication in 1982. Undergraduate major programs in telecommunication and film are inactive. Graduate programs and courses in this area are available only to students who were enrolled in these programs before fall 1992. Existing programs and courses in this area are not open to new students during 1995-96. For more information, prospective graduate students should telephone the Graduate School at (503) 346-5129.

GRADUATE PROGRAMS IN TELECOMMUNICATION AND FILM

Graduate academic programs are designed around a student's particular interests, ordinarily expressed in study and research, leading toward the writing of a master's research paper or thesis 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. or 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.

General Requirements

Final determination of course requirements is the responsibility of the student's thesis committee or degree program. To maintain degree-candidate status, students must make satisfactory progress (as defined by the telecommunication and film faculty) 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 advisor before the end of their first term of study to determine appropriate course requirements.

Thesis Program. A minimum of 45 graduate credits, of which not more than 9 may be in Thesis (TCF 503), are required. All students preparing for doctoral study are advised to choose the thesis option.

Nonthesis Program. A minimum of 51 graduate credits are required. Additional requirements include 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 a minimum number of credits for the Ph.D. However, students in telecommunication and film typically complete approximately 135 credits including those earned as a master's degree candidate. A preliminary 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 designed by the candidate, his or her advisor, 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 (609), and Practicum (609).

Program Committee

1. By the end of the first year of doctoral study, a Ph.D. student must have chosen an advisor 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, 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 and film faculty to serve as the student's program committee.

2. The preliminary examination committee consists of the student's advisor, 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 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.

TELECOMMUNICATION AND FILM COURSES (TCF)

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

641 Qualitative Research Methods (4) introduces qualitative research methods including traditional historical, participant observation, and participant description. Prereq: J 640, Bybee, Gleason, Kesler, Pender.

642 Quantitative Research Methods (4) introduces and analyzes the logic of quantitative research methods in terms of design, measurement, inference, and validity. Focuses on conceptualization in communication research. Prereq: J 640, Coleman, Israeli, Latem, Wanta.

643 Proseminar II (4) Seminar: participants demonstrate competence in broad families of social research by reflecting on skills and knowledge obtained in J 640-642. Prereq: J 640, 641, 642. Bybee, Gleason, Israeli, Latem, Wanta.

644 Philosophy of Mass Communication (3) Explores the philosophical foundations of mass communication in the United States, including the political philosophies that range from Milton to McLuhan. Prereq: Bybee, Gleason.

645 Communication Research in Media Law (3) Doctoral level introduction to legal research and First Amendment theory. Gleason. Primarily for students interested in doing research in mass communication law and policy.

646 Political Economy of Communication (3) Introduction to the political economy of communication. Includes such issues as ownership and control patterns, the role of the state, labor, intellectual property rights, and international markets. Prereq: J 640, Wasko.

647 Historical Research in Mass Communication (3) Examines historical approaches to mass communication research, from traditional views of media industries to recent analysis of historical connections between mass communication and society. Prereq: J 387 or equivalent. Gleason, Kesler, Pender.

648 Cultural Approaches to Communication (3) Examination of communication and mediated communication as cultural processes in the production and reproduction of social systems. Prereq: J 640, 641, 642, 643 or instructor's consent. Alman, Bybee, Steves, Wasko.

649 International Communication (3) Emphasizes global communication structures and processes and their consequences. Topics include new technologies, news and information organizations, cross-cultural uses of Western media, and information policies. Robinson, Steves, Wasko.

650 Advertising as a Social Institution (3) Explores how advertising works at the general social level. Examines how consumers use advertising and products or services to make meanings for themselves. Prereq: J 640, Fraser, Meridin.

651 Comparative Communication Policies (3) Examines the evolution of national communication policies and infrastructures within their national political-economic and cultural contexts and the global economic environment. Gleason, Robinson, Sheffils, Stavisky.

652 Communication and Politics [Topic] (3R) Examines communication and mediated communication in formal political settings as well as the general exercise of political power throughout society. Alman, Bybee. R twice when topic changes for maximum of 9 credits.
School of Law

275 Law Center
Telephone (612) 346-3820
Charles R. O'Kelley Jr.,
Interim Dean

FACULTY


Emeriti


Orlando John Hoef, distinguished professor emeritus (civil procedure, legal profession, trial practice). B.S., 1926, J.D., 1938, Oregon (Coif); Oregon bar, 1938. (1931)
ABOUT THE SCHOOL

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 processes and 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 is an essential facet of legal education. Credit for any course may be denied for irregular attendance.

To stimulate involvement 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 Constitutional Law I (LAW 643) and Legal Profession (LAW 649), which are required. Counseling and interviewing are available to assist students in selecting courses most closely 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 Benton Memorial Law Library has more than 350,000 volumes including 121,000 volumes on microfilm. Access to the library's collection is provided through Janus, an on-line catalog that serves the university library system. 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 1,050 legal journals. An excellent collection of publications relating to Oregon territorial and state law includes an extensive file of Oregon Supreme Court briefs. An up-to-date computer laboratory gives students access to electronic mail and computer-assisted legal instruction as well.

The Law Center allows the law school to maintain its own identity within the University of Oregon by providing a Student Bar Association office, lounge, research center, locker room, and offices for the editorial boards of the Oregon Law Review and the Journal of Environmental Law and Litigation. The Law Center's close proximity to other graduate and undergraduate academic resources on campus allows students to take full advantage of the research university setting.

Additional information and complete descriptions of courses offered appear in the UC School of Law Bulletin. For a free copy call or write the Office of Admissions, School of Law, 1221 University of Oregon, Eugene OR 97403-1221, telephone (503) 346-3846.

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). Constitutional Law I (LAW 643) is required for students who entered fall 1992 or later.

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 associate dean.

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 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 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 six 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 admitted 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 clients and also 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.

Environmental Law Clinic. Students learn about agency proceedings, submission of petitions requesting governmental action, techniques of legal access and argument, and interviewing of experts and clients. The clinic emphasizes the professional skill necessary for analyzing health law issues and for resolving conflicts in litigation and nonlitigation settings.

Mediation Clinic. This intensive skill-oriented course is designed to train law students to mediate a wide variety of cases. Skills training includes opportunities to practice communication skills and the mediation model role-playing activities. Specific skills include interviewing, problem solving and analysis, and negotiation.

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Proseme Johnson, director of the law school, notes that the program is designed to be flexible and to accommodate the needs of students.

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. The course is designed to be flexible and to accommodate the needs of students.
Statements of Completion

Second- and third-year students are eligible to develop a specialty in business law, criminal practice, environmental and natural resources law, intellectual property law, labor and employment law, international law, and coastal law. Students who successfully complete one of these programs receive a statement of completion.

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, 1221 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 joint degree program in which students may receive both the J.D. and the M.B.A. in the indicated degree programs. Students must apply for admission to both programs and must meet both admission requirements. Students may apply in the fall semester for concurrent degree work.

For complete information, write to the Director of Admissions, School of Law, 1221 University of Oregon, Eugene OR 97403-1221.

ADMISSION PROCEDURES

Prelaw Preparation

The School of Law does not prescribe any particular prelaw curriculum. Intellectual maturity and breadth of educational background are considered more important than specified subject matter.

Details about prelaw study and law school admission criteria appear under Law, Preparatory, in the Preparatory Programs section of this bulletin.

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, School of Law, 1221 University of Oregon, Eugene OR 97403-1221. Unless the applicant specifies the School of Law, documents may 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. At least two years of college work are required. Concentration in the environmental sciences, humanities, social sciences, or technical fields is an asset. Applicants who meet these requirements and who have demonstrated potential in the LSAT are encouraged to apply.

Applicants with undergraduate degrees in environmental science, business, management, or a related area are encouraged to apply. The School of Law encourages applications from members of racial and ethnic minority groups and from Oregon residents. It does not discriminate on the basis of race, color, religion, sex, age, disability, marital status, veteran status, sexual orientation, or national origin.

Application Fee. All applications must be accompanied by a check for $50 payable to the University of Oregon. An applicant who has been admitted previously but did not register at the School of Law must submit another application fee with the reapplication. This fee is not refundable nor credited toward tuition and fees, regardless of the disposition of the application. Application fees are not waived.

Law School Admission Test. Applicants must take the LSAT and have an official report of the test scores sent to the School of Law. Scores from the LSAT must be sent directly to the School of Law Office of Admissions. Applicants are urged to complete the LSAT prior to the fall semester for which they are applying. LSAT scores are considered current for a period of five years.

Law School Data Assembly Service—Transcripts. The School of Law participates in the LSDAS program. LSDAS registration packets are available in the School of Law Office of Admissions. The admissions committee does not act on an application until the official report of the test scores has been received.

Applicants should plan to take the LSAT in June, July, August, or September of the year preceding the fall semester for which they are applying. LSAT scores are considered current for a period of five years.

Law School Data Assembly Service—Transcripts. The School of Law participates in the LSDAS program. LSDAS registration packets are available in the School of Law Office of Admissions. The admissions committee does not act on an application until the LSDAS report has been received. Information concerning the LSDAS Service is included in the LSDAS registration packet. Applicants should not mail their transcripts directly to the School of Law. The admissions committee cannot act on an application prior to the receipt of the LSDAS report.

Acceptance Fee. Applicants who are offered admission to the law school must pay nonrefundable fees of $500—$1000 to reserve a space in the entering class and a $300 deposit toward tuition. The date for the $100 reservation fee is April 1. The $300 deposit deadline is June 15.

Previous Law School Study. An applicant who has attended another law school must have the dean of that 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. Transfer students 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 as visiting students. Visiting students are not eligible for degrees from the School of Law.

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Photographs. University of Oregon student identification cards include a photograph taken when a student initially registers for classes. Duplicates of the photographs taken for student identification cards are retained as part of the law school's records.

GRADE REQUIREMENTS
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 GPAs:

- **A+** = 4.3
- **A** = 4.0
- **A-** = 3.7
- **B+** = 3.3
- **B** = 3.0
- **B-** = 2.7
- **C+** = 2.3
- **C** = 2.0
- **C-** = 1.7
- **D+** = 1.3
- **D** = 1.0
- **D-** = 0.7
- **F** = 0.0

Grades reflect categories of performance articulated in general terms as follows:

- A Exceptional honors-level work, equivalent to a recommendation to the national law school honorary, Order of the Coif
- B Good work, at a level distinctly above that of normal professional competence
- C Professional competence, work which convinces the instructor that the student can be recommended to the public as being reasonably capable of dealing with client and public problems in the area of study
- D Unsatisfactory work, which is not at the level required for courses of professional competence or which demonstrates enough potential for improvement that the student could reasonably be expected to achieve such a level by conscientious study
- F Failing work, which reflects an extremely low level of learning and ability in the area of study

**Performance above the category to which the + is appended but, in the cases of B+, C+, and D+, not sufficiently above to merit a grade of the next higher category**

- Performance below the category to which the + is appended but, in the cases of A+, B+, C+, and D+, not sufficiently below to merit a grade of the next lower category

**Academic Standards**

1. A student must complete 85 credits with grades of D- or better to graduate. Students who take a full-semester externship (10 credits) must complete 67 credits of graded course work

2. At the end of any semester in which a student's cumulative GPA falls below 2.00, the student shall be placed on probation and shall remain on probation until (a) achieving a cumulative GPA of 2.00 or better or (b) being disqualified

3. A student is disqualified if while on probation that student records a GPA below 2.00 for any semester, including summer session

4. a. A student who has completed four semesters of residence under American Bar Association standards and who has not achieved a cumulative GPA of 2.00 or better is disqualified.

   b. A student must achieve a cumulative GPA of 2.00 or better in order to qualify for graduation. A student who has not achieved a cumulative GPA of 2.00 or better after accruing 85 or more credits is disqualified.

5. a. A student who is disqualified a first time may submit a petition to the Academic Standing Committee for readmission unless the case is governed by Rule 6.a.

   (1) If the committee believes that a student disqualified after two or three semesters of residence is likely to achieve a cumulative GPA of 2.00 or higher by the time the student has completed four semesters of residence, it may readmit the student if the committee believes that a student disqualified after four or more semesters of residence (but not accruing 85 or more credits) is likely to achieve a cumulative GPA of 2.00 or better by the time the student is eligible to graduate, it may readmit the student.

   (2) A student denied readmission by the committee may appeal that decision to the faculty, provided the student's cumulative GPA is 1.70 or higher at the end of the second semester, or 1.90 or higher thereafter.

6. An appeal from an adverse committee decision must be filed within thirty days from the mailing of the committee's decision to the student

7. (a) A student who is denied readmission by the committee and whose cumulative GPA falls below the average set in Rule 5.a.(2) shall not be further evaluated by the committee. If the committee denies the petition, the student has no further recourse. If the committee recommends that the faculty readmit the student, the decision to readmit or to deny the petition is made by the faculty.

   (b) Faculty review of a petition pursuant to Rule 5.a.(2) shall be under the standard set in Rule 5.a.(1)

   a. 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 shall be further evaluated by the committee. If the committee denies the petition, the student has no further recourse. If the committee recommends that the faculty readmit the student, the decision to readmit or to 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)

7. A. 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

   b. A student disqualified pursuant to Rule 4.b. may submit a petition to the faculty for readmission regardless of any limitation 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 as it deems appropriate.

   b. The committee or the faculty may impose such conditions on a readmitted student as it deems appropriate. Conditions may include but are not limited to academic counseling, requiring of first-year courses in which D or F grades were received, limitation of employment or other extracurricular activities, academic program 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 I (LAW 622, 623), 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 1990-91 school year. For purposes of academic disqualification only, students enrolled and earning credit prior to fall semester 1991 who receive any D+ grades are 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, retake the course for credit and obtain a D- or better. Only one attempt to satisfy the requirement is 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 has his or her GPA computed based on the grade received in retaking the course, and the original F grade is ignored even though the F grade remains on the transcript.

   9. Grades of N (no pass) in pass/no pass (P/N) courses are 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 students enrolled for academic credit to all services maintained by the university for the benefit of students.

Tuition and Fees

For the 1994-95 academic year, tuition was $7,688 for resident students and $12,860 for non-residents. 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 588, 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. For answers to individual questions, students are advised to consult a staff member in the university's Office of Admissions.

**Total Costs**

Because student living arrangements and personal spending habits vary widely, no single figure represents the cost of attending the university. However, total 1994-95 costs for a single resident student at the School of Law averaged approximately $14,583 ($7,688 tuition, $4,545 room and board; $620 books; and $1,530 miscellaneous and personal). For a nonresident, costs averaged $19,555 ($12,860 tuition; $4,545 room and board; $620 books; $1,530 miscellaneous and personal). For a married resident student, costs averaged around $21,000; they were higher for students with children. The dependent child care allowance is $200 a month for each child under six years of age and $70 a month for each child between six and twelve years of age who is living with the student.

**Health Insurance**

Health insurance is optional. The cost by semester or for full-time coverage is available in the office of the Associated Students of the University of Oregon (ASUC).

**Financial Assistance**

See the Student Financial Aid section of this bulletin for complete information about financial aid including loans.

**Scholarships and Fellowships**

The University of Oregon School of Law gratefully acknowledges the generous contributions of individuals, law firms, and organizations that have established named and endowed scholarships for the benefit of law students. Many of these scholarships are in honor of or in memory of alumni, students, friends, and loved ones.

Lois I. Baker Scholarship. An endowed fund to assist a second-year student, it was established by friends and former students in honor of Lois I. Baker's long service as the school's law librarian. Awarded on the basis of financial need and academic achievement.

James D. Barnett Memorial Scholarship. An endowed fund established by 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 1937. Awarded on the basis of financial need and worthiness.

Derrick A. Bell Jr. Scholarship. An endowed fund for academically talented minority students, it was established by Hope Dohrman, a 1981 graduate of the school, in honor of former School of Law Dean Derrick A. Bell Jr., for his significant contribution to legal education and civil rights. Awarded on the basis of scholarly interest and achievement and demonstrated ability.

Hugh L. Biggs Scholarship. An endowed fund established by Hugh Biggs, a 1931 graduate of the school and prominent Portland attorney. Awarded on the basis of academic achievement, leadership ability, and professional promise.

**Dennis E. Chandler Memorial Scholarship**

An endowed fund, primarily to assist new students and those in the African-American community. It was established by Eugene and Wilhelmina Randlett in honor of Luetta and Robert Randlett, the parents of Dennis Chandler, who is the son of George Washington University law professor James Chandler. Awarded annually, based on financial need and community involvement and service. Applicants are evaluated on a 400- to 600-word essay. Recipients may reapply in subsequent years.

**Francis J. Cheney Scholarship**

An endowed fund established by the Ben B. Cheney Foundation in memory of Francis J. Cheney, a 1933 graduate of the school, to assist students who exhibit scholastic achievement, high quality of leadership, good character, citizenship, and motivation. Available to first-, second-, and third-year law students.

**Henry E. Collier Law Scholarship**

A trust fund established by the late Henry E. Collier for scholars who are the children of deceased faculty members. Awarded annually on the basis of financial need and good character to students who intend to make the practice of law their life work. Recipients cannot receive more than $500 in any one year.

**Caroline Forell Scholarship**

A scholarship established in 1990 by Randolph and Lyle Rallison, 1992 graduates of the school, in honor of Caroline Forell, a professor in the School of Law.

**Loriene Conlee Fowler Scholarship**

A trust fund established by the late Dr. Frank E. Fowler in memory of his wife, Loriene Conlee Fowler, for scholarships awarded on the basis of need and scholastic record.

**Otto J. Frohnmayer Scholarship**

Established in 1993 by friends of Otto J. Frohnmayer, this scholarship is awarded every year to a member of each law school class who is an Oregonian. Mr. Frohnmayer is a member of the Class of 1933, a Medford practitioner, and a leader and innovator in his profession.

**William F. Frye Scholarship**

A scholarship established in 1990 by the late William F. Frye, a 1928 graduate of the school and Oregon Supreme Court justice. The fund provides three scholarships annually, one for each of the three classes, to graduates of Oregon high schools and to those with an interest in public service.

**Herbert B. Galton Labor-Relations Law Scholarship**

An endowed fund established by the late Herbert B. Galton, a 1938 graduate of the school and Portland attorney involved in labor-relations law, to assist entering first-year students with an interest in labor-relations law. The Galton scholarship is a two-year award with continuation contingent upon satisfactory academic achievement. During the second year, the recipient assists a law professor in writing a publishable article or book in the area of labor-relations law.

**John and Eleanor Haldeman Scholarship**

An endowed fund established in 1991 by Eleanor Haldeman to honor her late husband John W. Haldeman, a 1931 graduate of the school who was an expert on the United Nations and played an instrumental role in its formation. Recipients of this scholarship are selected on the basis 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.

**Leslie Harris Scholarship**

Established in 1994 in honor of Leslie Harris, a member of the law faculty since 1982, this scholarship is funded by an anonymous donor to provide support for students with financial need.

**Dean Orlando John Hollis Scholar Award for Academic Excellence**

A fund established by the Bewermer Foundation to honor Orlando John Hollis, a 1928 graduate of the school, member of the faculty from 1931 to 1967, and dean of the School of Law from 1963 to 1967. The recipient is selected from the five students in the third-year class who have the highest grade point averages and who make a commitment to take the Oregon State Bar Examination and practice law in the state of Oregon.

**Charles G. Howard Scholarships**

An endowed fund for scholarships established by members of Phi Alpha Delta legal fraternity and named in honor of the late Charles G. Howard, a member of the faculty of the School of Law from 1928 to 1971. The scholarships are based solely on excellent financial need and are administered by Phi Alpha Delta legal fraternity.

**Michael A. Johnston Award**

An endowed fund in memory of law student Michael A. Johnston established by family and friends, and given to a graduating student who has a disabling disease or disability and who has displayed qualities of independence, perseverance, gentleness of spirit, and love for all manner of people and things.

**Land Use and Local Government Award**

This is a book award for a student who excels in the land use and local government areas of study.

**James T. Landye Scholarships**

An endowed fund in memory of the late James T. Landye, a 1934 graduate of the school. Established by his family and friends for scholarships to socially superior and financially needy students.

**Lane Powell Spears Lutbersky Scholarship**

Established in 1990 by the Portland firm of that name, this scholarship is awarded annually to a third-year student for excellent academic achievement in the first and second years.

**Jeanne Latourette Linklater Memorial Scholarship**

An endowed fund established by a bequest of Jeanne Latourette Linklater, whose husband Kenneth A. Linklater was a 1925 graduate of school. Her father Earl C. Latourette was chief justice of the Oregon Supreme Court from 1953 to 1985.

**Ann Louise Litin Memorial Award**

An award established by family and friends of the late Ann Louise Litin, a 1982 graduate of the school. Given annually to a second- or third-year law student who exemplifies the courage, integrity, fairness, and concern for other people demonstrated by Litin.

**Fredric R. Merrill Writing Award**

This award is given each year to a student who has demonstrated excellence in writing for the Oregon Law Review. The award was established by friends, family, and colleagues to honor the late Fredric R. Merrill, member of the law faculty from 1970 to 1992.

**Wayne Morse Endowed Memorial Scholarship**

An endowed fund established in 1991 by the estate of Nancy Morse to honor the late Wayne L. Morse, a member of the faculty of the School of Law from 1929 to 1943, who served as
Dean from 1931 to 1943 and as a member of the United States Senate from 1944 to 1966.

Oregon Law Foundation. For the past several years, the Oregon Law Foundation has provided funds for scholarships to deserving minority students at the law school.

Oregon Law School Alumni Association Scholarships. These scholarships are awarded by the UO School of Law Alumni Association to members of the entering class of the School of Law on the bases of prelegal academic achievement and financial need.

Oregon State Bar Minority Scholarships. Various minority scholarships are available through the Oregon State Bar Office and through grants and loans designed to increase the number of minority attorneys in Oregon. Members of minorities are encouraged to apply through the Oregon State Bar Office. For applications, telephone the Oregon State Bar at (503) 452-8260, extension 337.

Oregon State Bar Securities Regulation Scholarship. An annual scholarship awarded to a second-year student who has stated an intent to practice law in Oregon. The award is intended to encourage scholarship in the securities regulation field and to introduce outstanding students to securities law practitioners.

Kathryn Fenning Owens Scholarship. An endowed fund established in 1989 by a gift from Helen McKenzie Owens and Richard Owens, a 1970 graduate of the school, in memory of a former UO law student, Kathryn Fenning Owens, and awarded on the basis of financial need and scholarly ability and with a preference for women. Recipients may be first-year students and apply for renewal in ensuing years.

Paul L. Patterson Memorial Scholarship. An endowed fund awarded annually to a student completing the second year in the School of Law who best exemplifies the qualities of integrity, leadership, and dedication to public service that characterized a late governor of Oregon, Paul L. Patterson, Class of 1926.

Schwabe, Williamson & Wyatt Scholarship. A fund augmented annually with contributions from individual attorneys in the Portland firm of Schwabe, Williamson & Wyatt, many of whom practiced with the late Robert T. Much, a 1937 graduate of the school. Recipients are selected by the dean on the bases of financial need and demonstrated promise of becoming good attorneys.

Nancy Shuritz Scholarship. Established in 1994 in honor of Nancy Shuritz, a member of the law faculty since 1982, this scholarship is funded by an anonymous donor to provide support for students with financial need.

D. Benson Tesdahl Legal Writing Award. Given annually to a first-year student demonstrating sustained excellence in legal research and writing, this award is presented by the Legal Research and Writing Program. Funded by Ben Tesdahl, a Washington, D.C., attorney and 1984 graduate of the school.

Troutwine and Williams Writing Award Related to Justice for Injured Persons. This award is given annually to a first-year student demonstrating excellence in writing on any aspect of tort law, personal injury law, civil practice and procedure that enhances justice for injured individuals. This award was established by Gayle Troutwine and Michael Williams, Portland attorneys.

Donald Walker-Norman Wiener Endowment. Two members of the law school Class of 1947, Donald Walker and Norman Wiener, both prominent Portland practitioners, established this endowment in 1993. Part of the annual income from the endowment provides research assistantships for law students who are graduates of Roosevelt or Jefferson High School in Portland.

Academic Calendar for Law Students

The School of Law operates on an early semester calendar. For the schedule, registration for fall semester takes place in mid-August, fall semester examinations are given before the winter vacation, and the spring semester ends in mid-May. For additional information concerning calendar dates, please inquire at the School of Law.

LAW COURSES (LAW)

A complete list of courses with descriptions is in the UO School of Law Bulletin. For a free copy, write to the School of Law, 1221 University of Oregon, Eugene OR 97403-1221.

410900 Experimental Course [Topic] (1-5R)

610 Law Courses for Nonlaw Students (1-15R)

Generic course number for translating 600-level School of Law semester credits to term credits on academic records of nonlaw students.

Required First-Year Courses

611, 612 Contracts (3,3)

613, 614 Torts (3,3)

615 Civil Procedure (4)

616 Legislative and Administrative Processes (3)

617 Property (4)

618 Criminal Law (3)

622, 623 Legal Research and Writing 1, 1J (2,2)

Second- and Third-Year Courses

All second- and third-year courses are elective except LAW 643, 646, and 649, which are 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.

650 Consumer Law (3)

651 Real Estate Planning (3)

656 Secured Land Transactions (3)

656 Commercial Law (4)

657, 658 Trusts and Estates 1, 1J (3,3)

659 Employment Discrimination (3)

660 Children and the Law (3)

641 Partnerships and Corporations (3)

661 Evidence (4)

662 Survey of Evidence (3)

654 Insurance (3)

655 Family Law (3)

658 Local Government Law (2)

660 Employment Law (3)

661 Remedies (3)

662 Jurisprudence (3)

653 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)

675 Legal Writing (1-3R)

676 Environment and Energy (3)

697 Law of the Sea (3)

695 Indian Law (3)

676 Ocean and Coastal Law (3)

680, 681 Federal Income Tax 1, 1J (3,3)

682 Estate and Gift Taxes (2)

683 Estate Planning (3)

684, 685 Criminal Procedure 1, 1J (3,3)

686 Environment and Pollution (3)

Professional Writing, Research, and Seminars

601 Research: [Topic] (1-16R)

605 Reading and Conference: [Topic] (1-16R)


Clinical Experience and Practice Skills Programs

704 Internship: [Topic] (1-12R)

707 Seminar: [Topic] (1-5R) Recent topics include Advanced Appellate Advocacy, Counseling and Negotiation, Environmental Law Moot Court, Intellectual Property Moot Court, International Law Moot Court Team Workshop, Interviewing, Journal of Environmental Law and Litigation, Legislative Issues Workshop, Moot Court Board, Moot Court National Team Workshop.
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 School of Music, which includes the Department of Dance, is a professional school in a university setting. The school is dedicated to furthering creativity, knowledge, pedagogy, and performance in music and dance and to preparing students for a variety of professions in these fields. Its mission is fivefold:

- to help students balance the knowledge and understanding of their art with the intuition and skills necessary to present it
- to involve students and members of the university and the community in the intellectual life and performing activities of the school through the curriculum, lectures, workshops, and concerts
- to help students learn to communicate and teach their art effectively, whether as professional teachers in public or private schools or at the college level or as performers
- to reflect the diversity of the fields of music and dance in its offerings. Since the scope of these fields constantly changes, the faculty tries to prepare students for encounters with other cultural communities and their art forms. At the same time, students are shown the respect and knowledge necessary to reexamine and pass on the great traditions inherited from their own cultures
- to contribute new ideas to the fields of music and dance in the form of original compositions and choreographies, studies of new repertoires and interpretations of existing ones, as well as scholarship in the history, theory, pedagogy, and cultural context of music and dance. Faculty members seek to teach and inspire their students to do the same.

School of Music

ABOUT THE SCHOOL

The School of Music is dedicated to the education of majors, non-majors, and the general community with diverse dance experiences. Dance is explored as an art form and as one of the humanities in a liberal-arts education. Study in dance as an academic discipline integrates inquiry and theory to develop skills in observation, critical thinking, problem solving, and evaluation. In addition to the academic components, dance students experience the rigorous professional discipline that is inherent in studio classes. The department emphasizes modern dance with a strong supporting area in ballet. Students may also choose to study such idioms as jazz, tap, ethnic, character ballet, contact improvisation, and Balboa. 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, and creative imagination. These attributes are essential not only for a successful career but

DANCE

161 Gerlinger Annex
Telephone (503) 346-3386
Jennifer P. Craig, Department Head

FACULTY


Jim Dudley, audio-visual, art Music

Jeffrey Stolte, associate professor (music for dancers, basic Rhythms, electronic and computer-generated music). B.Mus., 1977, M.Mus., 1979, New Mexico; Ph.D., 1984, Texas at Austin. (1986)

Susan Zaddf, senior instructor (classical ballet technique and staging, dance in musical theater). Ballet Russe de Monte Carlo. (1976)

Emeriti


The date on pages following at the end of each entry is the first year on the University of Oregon faculty.

ABOUT THE DEPARTMENT

The primary aim of the Department of Dance is to enrich the lives of majors, non-majors, and the Oregon community with diverse dance experiences. Dance is explored as an art form and as one of the humanities in a liberal-arts education. Study in dance as an academic discipline integrates inquiry and theory to develop skills in observation, critical thinking, problem solving, and evaluation. In addition to the academic components, dance students experience the rigorous professional discipline that is inherent in studio classes. The department emphasizes modern dance with a strong supporting area in ballet. Students may also choose to study such idioms as jazz, tap, ethnic, character ballet, contact improvisation, and Balboa. 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, 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.

Placement of Majors and Minors

Placement classes are held the week before fall- and spring-term classes begin and during spring term. Faculty adjudicators observe and place students according to the students' knowledge and skill levels. 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 Orientation. Students who want to enter professional-level (DAN) technique courses winter or spring terms should request a placement decision. More information is available from faculty members, or write or call the department office for dates of auditions.

Dance Program for Nonmajors

A variety of dance experiences is provided for enjoyment and enrichment through the dance program. Lower-division DAN courses generally offer beginning or elementary instruction and may be repeated for credit. Upper-division DAN courses provide low-intermediate instruction and may be repeated twice for credit. A maximum of 12 credits in DAN courses may be applied to the total number of credits required for a bachelor's degree.

Lower-division DAN courses provide high-intermediate instruction, upper-division DAN courses provide advanced instruction. See DAN course listing for credit repeatability.

DANC and DAN studio 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 class availability and fees may be obtained in the department office, 161 Gerlinger Annex.

Facilities

The Department of Dance has three dance studios and one gymnasium for classes and special dance activities. Each studio has a piano; each teaching facility has a complete sound system. In addition to serving as classrooms and rehearsal spaces, the studios are equipped with a 250-seat theatre, a 125-seat dance studio, which has lighting and stage equipment for concerts and 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 open to any student who is interested in dance. Its general function is to enhance and enrich the dance opportunities offered through the departmental curriculum. To this end, Dance Oregon provides a variety of activities each year that are promoted on and off campus. Examples include producing student choreographed concerts; film and video showings of diverse dance forms and cultures; and sponsoring professional guest artists to perform, lecture, set repertoire, or teach master classes.

Department Productions. The department offers frequent opportunities for students to perform in ways by faculty members, guest artists, graduate students, and undergraduates. Performances are produced throughout the year, and any university student may participate. Selections are made through auditions. Supervised performances and performance-related activities carry academic credit.

A student may audition a dance for performance in student concerts or gain experience in performance teaching, lighting, and stage management of productions, or a combination of these. Students can earn practicum credit in dance choreography and workshop credit for performance and production work.

Repertory groups tour throughout Oregon and the Northwest to present concert performances as well as master classes and lecture-demonstrations for public schools, colleges, universities, civic organizations, and community concert series.

Additional Dance Opportunities. Theatrical collaborations with the School of Music or Department of Theater Arts provide performance opportunities that incorporate acting, singing, and dancing. These activities also carry academic credit.

Honors Society and Scholarships

Pi Beta, the University of Oregon's chapter of Phi Beta Kappa, 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 parent memberships that award yearly scholarships to talented student performers or choreographers. Applicants for the scholarships must be upper-division undergraduate majors or minors who have been at the university for at least one year. The application deadline for these awards is April 1.

Fees

 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 theatre. This fee exempts dance majors from paying the per-course fee for DAN courses when they are taken for credit.

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.

Facility with oral and written communication is one goal of a liberal arts education. Therefore, dance majors pursue a course of study to acquire a firm intellectual grasp of the theoretical, historical, and creative forces that shape dance as an art form.

Dance, unique in that it is also a physical form of communication, requires continual experience in its technical foundations. Students are expected and encouraged to experience a variety of forms of dance training and idioms. Production and pedagogy are also integral to the undergraduate core, because many students find careers in theater and teaching.

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 ability of dance
3. Formulate an intellectual understanding of the historical, philosophical, and culturally significant aspects of dance
4. Develop a working knowledge of music and science as they relate to and enhance 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

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 to the UO 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 colleges, community centers, fitness centers, and private studios. Business and technical theatre management, dance science, dance research, and dance journalism offer alternatives to performance and creative work.

Admission

Students eligible for admission to the university may apply to be admitted as dance majors. Entering freshmen should have a basic knowledge of dance and music as art forms and technical training in dance. Students transferring from two-year colleges must have at least a 2.75 cumulative grade point average (GPA); in addition, they should have met the university's writing requirement and completed a majority of the university's group requirements. The 2.75 GPA includes all graded credits and pass/no pass (PN) 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 Looking at Dance (DAN 251) and Fundamentals of Rhythm (DAN 252) to be eligible to continue as dance majors.

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 DANO) in which the student was placed upon entry into the program
Students who have not advanced to either DAN 294 or 296 by the beginning of the junior year are placed on departmental probation.

Satisfactory progress toward the degree must be maintained. Students are monitored every semester by faculty advisers. Students who receive grades of D or F or marks of W (withdrawal) or I (incomplete) in courses required for the major are placed on departmental probation for up to a year. During this time, the course or courses must be repeated with passing grades. If the student fails to make satisfactory progress, the student is dropped from the major program.

All courses required for a dance major or minor must be taken for letter grades when that option is available. Each letter-graded course must be passed with a grade of C- or better. A grade of D must be earned in courses designated pass/no pass (P/N) only. The P/N option shall be exercised sparingly by students who plan to pursue a graduate degree in dance.

Advising. Students admitted as majors or minors must meet with a dance faculty adviser prior to registration each term. These meetings inform students of prerequisites and progress toward the degree. Appointment schedules for advising are posted in the Office of Academic Advising. Students must have a signed advising contract in their departmental academic file before they may register for a course in that area.

Department Requirements

Lower Division

- Tap or jazz (DANC 175 or higher), two terms - 2
- Bharat Dance (DANC 176-181 or 185 or higher) - 1
- Balroom (DANC 184 or higher) - 1
- Lookin' at Dance (DANC 251) - 1
- Fundamentals of Rhythm (DANC 252) - 3
- Dance Production (DANC 255) - 3
- Body Fundamentals (DANC 256) - 3
- Dance Improvisation (DANC 271) - 1
- Character Ballet or Historical Dance (DANC 273 or 274 or higher) - 3
- Modern Dance Laboratory (DANC 294 or higher), three terms - 6
- Ballet Laboratory (DANC 296 or higher), two terms - 3
- DANC 294 or 296 or higher in one idiom, three additional terms - 6

Upper Division

- Dance and Folk Culture (DANC 250) - 1
- Dance in Asia (DANC 302) - 1
- Human Anatomy I: Bones, Muscles, Nerves (BIO 311) - 3
- Modern Dance Production (DANC 341) - 1
- Intermediate Movement Notation (DANC 342) - 3
- Dance Composition I, II (DANC 351, 352) - 2
- Dance Kinesthetics (DANC 360) - 1
- Internship (DANC 404) - 1
- Workshop in Production (DANC 408) - 1
- Workshop: Performance (DANC 408) - 1
- Senior Project (DANC 411) - 1
- Ballet from the Courts to Balanchine (DANC 453) - 3
- Evolution of Modern Dance (DANC 454) - 3
- Music for Dancers (DANC 456) - 3
- Dance Accompaniment (DANC 480) - 1
- Teaching Dance (DANC 491) - 1

Electives

- 24 credits

University requirements and electives to complete 180 credits

The breadth requirement in dance technique is fulfilled by completing ethno, 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 ballet (DANC 296) for two terms and three terms of modern (DANC 294), and (3) during the last three terms before graduation, each major must complete an additional 6 credits of DANC 294 or 296 or higher with minimum grades of D-.

Students who enroll in a DANC 296 course without completing the course prerequisite—either a specific course or an audition or a level of skill—are asked to withdraw. Failure to do so results in a grade of F or N (no pass) for that course. Required internships, 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 adviser, dance majors can focus their 24 credits of elective work in one of three ways: (1) by completing an established minor or second 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.M. 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 Laban Movement Analysis Certification program sponsored by the Laban/Bartenieff Institute of Movement Studies in New York City. These approved courses are Body Fundamentals (DANC 256), Intermediate Movement Notation (DANC 342), and Dance Kinesiology (DANC 360).

Honors College Program

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 an approved research topic.

Minor Program

The dance minor is available to undergraduate students who wish to combine an interest in dance with a degree in another area of study. Dance studies can complement majors in such fields as journalism, architecture, music, theater arts, art history, exercise and movement sciences, and psychology. The minor allows students flexibility in constructing a program of courses that enhances the major.

Students must take a full course in each of the following areas.

See Placement of Majors and Minors earlier in this section for the following areas.

The dance minor requires at least 31 credits including the 13-credit core and at least 9 credits of dance technique and 9 credits of elective courses chosen from the humanities-sciences and studio-theory areas (at least 3 credits in each of these areas). The 31 credits must include 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. A list of courses that satisfy the area requirement is available in the dance department office, 161 Gerlinger Annex.

Advising. Students are encouraged to develop a close, communicative relationship with a dance adviser. Each student must plan a program of upper-division elective courses with the help of an adviser who monitors the student’s progress through the minor program, ensuring completion of the necessary requirements of the most beneficial order. Work in generic courses (401, 404, 405, 406, 407, 409, 410) is always available, but the adviser’s approval of a student-initiated written proposal is necessary.

Minor Requirements

- 31 credits

Core

- 13 credits

- 3 credits

- 3 credits

- 3 credits

- 3 credits

- 1 credit

- 9 credits

- 9 credits

GRADUATE STUDIES

Both master of science (M.S.) and master of arts (M.A.) degrees in dance are available. Part-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 background deficiencies or lacking a focus for the 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 should 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, 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 University of Oregon.

International students whose native language is not English must earn 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. Placement classes are held each spring term and during New Student Orientation fall term. 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 in video tape 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-hour video tape demonstrating their skills in at least two dance idioms (i.e., African, ballet, ballroom, contact improvisation, ethnic, jazz, andtap). Applications are reviewed beginning February 1 for the following fall term. Positions are filled as quickly as possible.

Master’s Degrees

Three master’s degree programs are available: (1) the general master’s degree with thesis or choreographic thesis, (2) the general master’s degree without thesis, and (3) the master’s degree with emphasis in dance science.

A minimum of 54 graduate credits must be completed for the master’s degree in dance at least 30 of these credits must be earned in residence after admission to the graduate program. A student seeking the master of arts (M.A.) degree must demonstrate proficiency in one foreign language by submitting evidence of two years of college-level study within the previous seven or by passing an examination at the University Counseling Center’s testing office, 228 Student Health Center.

All work for the master’s degree must be completed within a period of seven years. This includes credits transferred from another institution and the thesis or final project.

Graduate Requirements

Graduate students must enroll in a technique course every term during their studies in residence and earn a minimum of 6 credits in 500-level DAN courses. Only these 6 credits may be applied toward the degree.

Graduate students are required to take a minimum of 2 credits of Supervised College Teaching (DAN 602). The department recommends that these credits be earned in at least two teaching experiences, which provide opportunities to develop mentor relationships with faculty members.

A final oral thesis defense or terminal project presentation is administered by the student’s faculty committee following completion of the thesis or project.

General Master’s Degree with Thesis (54 credits), in addition to the requirements described above, candidates for the general master’s degree with thesis must have completed the following course work:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvisation</td>
<td>3</td>
</tr>
<tr>
<td>Dance composition</td>
<td>6</td>
</tr>
<tr>
<td>Music for dancers</td>
<td>3</td>
</tr>
<tr>
<td>Dance History</td>
<td>6</td>
</tr>
<tr>
<td>Movement notation</td>
<td>3</td>
</tr>
<tr>
<td>Dance pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>Human anatomy</td>
<td>3</td>
</tr>
<tr>
<td>Dance kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>Dance production</td>
<td>3</td>
</tr>
</tbody>
</table>

The nonthesis option requires 19 credits selected from the list of courses set forth in the thesis option above, a minimum of 9 credits in an area related to dance, and another 9 credits appropriate to the program elected from within or outside the Department of Dance. All course selections and field choices must have the approval of the student’s advisor.

For the student electing the nonthesis option, a project is required in the area of concentration. The project might take the form of a reconstruction of a noted score or a reconstruction of a historical dance treatise (i.e., from original language or article or performance). The proposal must be approved by a project committee representing the area of dance concentration.

Master’s Degree with Emphasis in Dance Science (54 credits). This option integrates a degree in dance with a second area of specialization in a related science. A bachelor’s degree in dance or its equivalent is the preferred background. Graduate students must have completed the following course work:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvisation</td>
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<td>3</td>
</tr>
<tr>
<td>Human anatomy</td>
<td>3</td>
</tr>
<tr>
<td>Dance kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>Physiology of exercise</td>
<td>3</td>
</tr>
</tbody>
</table>

A thesis is required for this master’s degree program. Requirements parallel the general master’s degree with thesis described earlier with two exceptions:

1. Core courses for this option are Research Methods in Dance (DAN 611), Aesthetic Bases for Dance in Art and Education (DAN 605), and research methods or design courses that include:
   a. Quantitative statistics through ANOVA or qualitative research design and methodology
   b. Computer applications in research
   c. Interpretation and critique of research
INTRODUCTORY DANCE COURSES (DAN)

DAN courses are open to students who fulfill the prerequisites and meet placement criteria. Introductory Dance Courses do not have prerequisites or placement criteria.

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 payment of a laboratory fee.

101-108 Introductory Dance Courses I (1R)
201-209 Introductory Dance Courses II (1R)
301-309 Introductory Dance Courses III (1R)
401-409 Introductory Dance Courses IV (1R)
501-509 Introductory Dance Courses V (1R)
601-609 Introductory Dance Courses VI (1R)
701-709 Introductory Dance Courses VII (1R)
801-809 Introductory Dance Courses VIII (1R)
901-909 Introductory Dance Courses IX (1R)

PROFESSIONAL DANCE COURSES (DAN)

DAN courses are open to students who fulfill the prerequisites and meet placement criteria. General courses are limited by faculty work load and availability. A list of courses offered each term is in the current UO Schedule of Classes.

192 Dance Laboratory (2R) R for maximum of 6 credits in any one year.
193 Workshop: [TopiC] (1-2R) Recent topics include Performance, Production Experience, Repertoire.
194 Special Studies: [TopiC] (1-5R)
251 Looking at Dance (3) Overview of dance as a cultural and aesthetic experience. Examines its meaning and impact on contemporary United States society.
252 Fundamentals of Rhythm (3) Fundamentals of music with emphasis on musical style and rhythmic structure. Summer.
255 Dance Production (5) Introduction to production planning, management, lighting, design, costume, and publicity for the dance concert. Practical experience in Daugherty Dance Theatre, Craig.
292 Dance Laboratory: [TopiC] (2R) Dance technique in jazz, tap, character ballet, and Others when available. Prereq: placement prior to registration. R eleile times for maximum of 24 credits in any one idem.
294 Modern: Dance Laboratory (2R) Dance technique in the modern idem. Prereq: placement audit. R for maximum of 24 credits.
296 Ballet Laboratory (2R) Dance technique in the ballet idem. Prereq: placement audit. R for maximum of 24 credits.
301 Dance and Folk Culture (4) Investigation of origins, meanings, and development of dance culture and related folk arts in selected regions and countries of the world. Ask.
302 Dance in Asia (4) History, aesthetics, structure, and content of selected dance forms of India, Cambodia, Thailand, Bali, China, and Japan. Investigates expressive movement and movement choice in cultural contexts. Discourser.
341 Movement Notation (3) Introduction to Labanotation, the process of recording movement. Concepts of spatial and temporal analysis, conversion into graphic symbols, and reconstruction into movement from Labanotation scores. Prereq: DAN 252, Bar, Discourser. Offered 1995-96 and alternate years.
342 Intermediate Movement Notation (3) Theory and application of intermediate principles of Labanotation. Investigates concepts of Labanotation, a system that describes the qualities of space and motion in movement. Prereq: DAN 341. Bar, Discourser. Offered 1995-96 and alternate years.
351 Dance Composition I (3) Introduction to creation of dance movement as a communica 100 t. How to select, develop, vary, and phrase dance movement. Choreography of short dance studies. Prereq: DAN 271, DAN 252.
352 Dance Composition II (3) Compositional forms and styles in dance. Structural forms derived from music, fine arts, poetry, theater. Prereq: DAN 351.
357 Dance in Musical Theater (3) Basic movement vocabulary needed for musical theater and opera, historical development, staging, choreography, and performance. Prereq: previous dance experience and instructor's consent. Zadoff. Open to nonmajors. Offered 1995-96 and alternate years.
392 Dance Laboratory: [TopiC] (2R) Intermediate dance technique in jazz, tap, character ballet, and others when available. Prereq: audution prior to registration. R eleile times for maximum of 24 credits in any one idem. Dance majors and minors.
394 Modern Dance Laboratory (2R) Dance technique in the modern idem. Prereq: placement audit. R for maximum of 24 credits.
396 Ballet Laboratory (2R) Dance technique in the ballet idem. Prereq: placement audit. R for maximum of 24 credits.
401 Research: [TopiC] (1-3R) R twice with adviscr's consent.
403 Thesis (1-21R)
404 Internship: [TopiC] (1-4R) Apprenticeship under the guidance of a supervising teacher in areas such as teaching, arts management, and dance production. Prereq: junior standing; instructor's consent. R twice for maximum of 12 credits; maximum of 4 per topic.
405 Reading and Conference: [TopiC] (1-21R)
406 Special Problems: [TopiC] (1-21R)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>491/591</td>
<td>Teaching Dance (3)</td>
<td>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 264; coreq: DAN 490/590.</td>
<td>3</td>
</tr>
<tr>
<td>492</td>
<td>Dance Laboratory (2R)</td>
<td>Offers advanced dance techniques in jazz, tap, character ballet, and other styles available. Prereq: audition. R eleven times for maximum of 24 credits in any one term.</td>
<td>2R</td>
</tr>
<tr>
<td>493/593</td>
<td>Administration of Dance in Education (3)</td>
<td>Organization and administration of a dance program in colleges and universities. Prereq: DAN 491/591 or instructor's consent. Cf. Craighigh. Offered alternate years; not offered 1995-96.</td>
<td>3</td>
</tr>
<tr>
<td>494/594</td>
<td>Modern Dance Laboratory (2R)</td>
<td>Dance technique in the modern idiom. Prereq: placement audition. R for maximum of 24 credits.</td>
<td>2R</td>
</tr>
<tr>
<td>495/595</td>
<td>Theoretical Foundations (3R)</td>
<td>Studio-theory course in dance styles and techniques. Analysis and aesthetic framework, movement vocabulary, and characteristics of a specific style in a given idiom. Prereq: intermediate-level DAN course or instructor's consent. R once per topic.</td>
<td>3R</td>
</tr>
<tr>
<td>496/596</td>
<td>Ballet Laboratory (2R)</td>
<td>Ballet technique in the ballet idiom. Prereq: placement audition. R for maximum of 24 credits.</td>
<td>2R</td>
</tr>
<tr>
<td>503</td>
<td>Thesis (1-16R)</td>
<td>P/N only</td>
<td>1-16R</td>
</tr>
<tr>
<td>601</td>
<td>Research (1-16R)</td>
<td>P/N only</td>
<td>1-16R</td>
</tr>
<tr>
<td>602</td>
<td>Supervised College Teaching (1-5R)</td>
<td></td>
<td>1-5R</td>
</tr>
<tr>
<td>605</td>
<td>Reading and Conference (1-16R)</td>
<td></td>
<td>1-16R</td>
</tr>
<tr>
<td>606</td>
<td>Special Problems (1-16R)</td>
<td></td>
<td>1-16R</td>
</tr>
<tr>
<td>607</td>
<td>Seminar (1-3R)</td>
<td>Current topics include Choreographic Analysis and Criticism, Dance Research, Dance Science, Movement Analysis, Movement Patterning. R when topic changes.</td>
<td>1-3R</td>
</tr>
<tr>
<td>608</td>
<td>Workshops (1-16R)</td>
<td>Includes Performance, Production, Rehearsal. R for maximum of 6 credits.</td>
<td>1-16R</td>
</tr>
<tr>
<td>609</td>
<td>Practicum (1-16R)</td>
<td>Current topics include Choreography and Production Management Design.</td>
<td>1-16R</td>
</tr>
<tr>
<td>610</td>
<td>Experimental Course (1-8R)</td>
<td></td>
<td>1-8R</td>
</tr>
<tr>
<td>611</td>
<td>Research Methods in Dance (3)</td>
<td>Review and evaluation of analytical, descriptive, experimental, and creative research in dance and allied fields. Culminating project is written proposal for original research in dance.</td>
<td>3</td>
</tr>
<tr>
<td>693</td>
<td>Aesthetic Bases for Dance in Art and Education (3)</td>
<td>Theories of dance as an art form; function of the dance in the changing social milieu; elements of dance criticism. Prereq for nonmajors: instructor's consent.</td>
<td>3</td>
</tr>
<tr>
<td>497/507</td>
<td>Seminar (1-5R)</td>
<td>Recent topics include Dance Careers, Dance in Literature and the Arts, Japanese Dance. R when topic changes.</td>
<td>1-5R</td>
</tr>
<tr>
<td>498/508</td>
<td>Workshop (1-21R)</td>
<td>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.</td>
<td>1-21R</td>
</tr>
</tbody>
</table>

**MUSIC**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>150</td>
<td>Music Building</td>
<td>Telephone (503) 345-3761</td>
</tr>
<tr>
<td>491/590</td>
<td>Dance Accompaniment (3)</td>
<td></td>
</tr>
</tbody>
</table>

**FACULTY**

Barbara Myres Baird, adjunct instructor (organ, harpsichord); coordinator, summer session. B.Mus., 1973; Texas Christian University, Southern Methodist University, 1976; D.M.A., 1988; Oregon. (1986)


Wayne Bennett, professor (orchestra, graduate level instrumental conducting, clarinet); director, orchestral activities; conductor, University Symphony Orchestra, B.M.E., 1998; Oklahome State; M.M. 1965. Ph.D., 1974. North Texas. (376)


David R. Case, adjunct instructor (classical guitar). B.A., 1979; M.A., 1980, University of Southern California. (368)


Robert I. Hurwitz, professor (theory, history); coordinator, undergraduate studies. A.B., 1951; Brooklyn; M.Mus., 1965, Ph.D., 1970; Indiana. (1985)


MUSIC 283

Gary M. Martin, professor (music education); associate dean; director, graduate studies. B.A., 1961; M.A., 1963, Adams State; Ph.D., 1965, Oregon. (1965)

Lawrence C. Waters Jr., associate professor (viol) theory. B.M., 1956, M.Mus., 1959, Oregon; diploma, 1958, Juilliard School. (1958)


Neil Archer Root, associate professor (art administration); executive director, Oregon Bach Festival. (1993)


Jeffrey Stolt, associate professor (theory, composition, electronic music). See Dance


Mary Lou van Ryselberghe, senior instructor (general music—elementary and middle schools, early childhood); coordinator, Children's Concert Series. B.A., 1958, M.Mus., 1976, Oregon. (1977)


ERMITI


Barbara Anderson Emme, professor emeritus. B.S., 1934, Minnesota; M.A., 1940, professional diploma, 1951, Columbia. (1951)


George Hopkins, professor emeritus. Teacher's certificate, 1918, Peabody Conservatory; B.A., 1921, Oregon. (1921)

Homer T. Keller, professor emeritus. B.Mus., 1939, Mus., 1938, Eastman School. (1938)


H. Royce Saltzman, professor emeritus; B.A., 1929, Columbia; Goshen; M.Mus., 1934, Northwestern; D.M.A., 1946, Southern California. (1946)


The data includes at the end of each entry is the first year of Oregon University faculty.

Participating

Leslie K. Bennett, library

ADRESSES

Fax: (503) 354-9723

THE SCHOOL

Facilities

The School of Music is housed in a building complex of five units, two completed in 1978. The units include Bass Hall Concert Hall, seating 500 people, separate band, choir, and orchestra rehearsal rooms with support facilities; more than 30 practice rooms; large computer room, studio offices, classrooms, and seminar rooms. The Music Service Department, located on the third floor of the Knight Library, has composers' complete works, music reference resources, and current and bound periodicals, interactive music CD-ROM programs, and a large collection of books and scores. The Douglas Listening Room houses recordings (LPs, cassettes, and compact discs) and provides listening carrels with remote-controlled capability, individual listening rooms, and two group-listening rooms. The score and record collections' strengths include music by Oregon composers, western composers, and contemporary publications provided by approval plans for recently published North American and European scores. The book collection includes a large German-language collection and most United States university-press publications. Reference service to the collection is provided in the Music Services Department.

School of Music facilities house seven pipe organs including the nationally recognized organ by Jurgen Ahren of East Priceland, Germany—a concert instrument unique to America, and other tracker organs by Flentrop, Schlicker, and Olymic. Two of the four harmoniums available for student use are French doubles by William Dowd. The School of Music maintains three computer-music studios for qualified students. The studios contain the most recent music technology including programs for an array of synthesis techniques, algorithmic composition, MIDI sequencing and composition, and digital recording and editing in a fully automated mixing environment. 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 Pacific Rim Gamelan performs on the beautiful instruments of Gamelan Sunanadati Sadhira Putri, donated to the school in 1986 by John and Claudia Lynn of Eugene. The ensemble is a multicultural composing and performing orchestra, and works composed by its members use instruments from around the world as well as gamelan instruments. The School of Music is the only institution in the nation to include an ensemble of this kind as an integral part of its curriculum.

The Edward W. Kummer Microcomputer Laboratory offers students the opportunity to become familiar with a variety of music technology and sequencing software programs. Users have access to Internet; e-mail; computer-assisted instructional materials; and word-processing, desktop-publishing, and graphics programs for academic use, exploration, and development of computer skills.

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 Committee for Musical Arts and the Chamber Music Society.

The annual Vanguard Concert Series features 20th-century music in concerts and workshops. Nationally prominent artists give a public concert and workshop in which they teach, rehearse, and record music composed for them by members of the Composer's Forum. This series is the only one of its kind in the nation that is...
The Biannual Music Today Festival, founded and directed by Robert Ky, is a three-week series of concerts and cultural events that celebrate 20th-century music from around the world. The festival features Oregon-based performances and ensembles as well as internationally renowned artists.

The School of Music's annual Chamber Jazz Series features concerts and workshops by nationally prominent artists and offers opportunities for university students to perform and compose for these events. The Jazz Studies Program hosts the Oregon Jazz Celebration, an annual three-day festival that includes workshops for middle school, high school, and college jazz ensembles.

The School of Music has conducted the annual Oregon Bach Festival during a two-week period in late June and early July since 1969. The festival, under the administrative direction of Nettie Archer Roan and German conductor Heinrich Sch€lcher, offers courses in choral, instrumental music, and music education, and provides opportunities for students to perform and attend master classes with world-renowned artists.

The University Singers, University Men's Chorus, Laboratory Singers, Oregon Jazz Ensemble, Jazz Guitar Ensemble, Oregon Tuba Association, and the Oregon Women's Chorus, Choral Society, are featured as an essential part of the University of Oregon's high-quality music programs. The University Women's Chorus, Chamber Choir, Oregon Wind Ensemble, Oregon Percussion Ensemble, Oregon Marching Band, Symphonic Band, Oregon Basketball Band, Campus Band, Caliente Band, University Symphony Orchestra, Brass Choir, Trombone Ensemble, Jazz Guitar Ensemble, Oregon Jazz Ensemble, Jazz Laboratory Bands, Small Jazz Ensemble, Vocal Jazz Ensembles, University Gospel Ensemble, Opera Workshop, Pacific Sun Gamelan, East European Folk Ensemble, and many other small chamber ensembles offer membership and performance opportunities to qualified students.

Ensembles

The University Singers, University Men's Chorus, University Women's Chorus, Chorus Choir, Oregon Wind Ensemble, Oregon Percussion Ensemble, Oregon Marching Band, Symphonic Band, Oregon Basketball Band, Campus Band, Caliente Band, University Symphony Orchestra, Brass Choir, Trombone Ensemble, Jazz Guitar Ensemble, Oregon Jazz Ensemble, Jazz Laboratory Bands, Small Jazz Ensemble, Vocal Jazz Ensembles, University Gospel Ensemble, Opera Workshop, Pacific Sun Gamelan, East European Folk Ensemble, and many other small chamber ensembles offer membership and performance opportunities to qualified students.

The University Collequium Museum, a visual-arts institution, 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 Music school dean.

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 history and composition)

Carol Nelson Cottrell Scholarship
Elizabeth Waddell Newman Memorial Scholarship
Francis Y. Donan Scholarship
George B. Van Schack Memorial Scholarship
Jim Polaski Memorial Scholarships
Linda Jean Moore Scholarship
Mark Sandberg Memorial Scholarship
Maude and F. B. Demore Memorial Scholarships
Musi Phi Epsilon Scholarships
Nathan Kozelik Memorial Scholarship
Oregon Tubas Association Scholarship
Paul Clarke Stautess Scholarships
Pheiffer Foundation Scholarship
Whitfield Memorial Scholarships
William T. McGonigle Memorial Scholarship

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-year 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 in the School of Music.

Fees

Performance Studies (Studio Instruction)
(per credit, per term) Dollars
Guitar at a level lower than MUP 150 ........... $57.50
Guitar at a level higher than MUP 150 ........... $75.00
MUP 160 and higher levels for music majors ................................................................. $75.00
All other performance studies ........................................... $75.00

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, are exempt from performance studies fees.

Other Fees (per term) Dollars
All music majors ........................................... $25
Applied musicfee ........................................... $25
Nonmajors' access to practice rooms ........... $10
Access to locked grand piano practice room ... $10

Rental of university instruments is based on their value—maximum fee $30.

Short-term instrument rental (per week) $5
Percussion-studies instrument fee $25
Use of electronic studio $25
Use of organs and harpsichords $25
Music education course fee $10

Students who need accompanists are typically charged a fee by the accompanist.

Performance Studies

Courses in performance studies (except jazz performance) are listed with the MUP subject code. MUP courses are in two general categories: Basic and intermediate performance studies (MUP 100-162), Fee required.


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.

Performance studies carries 2-4 credits a term. Students giving recitals must be enrolled in performance studies and may enroll in Reading and Conference (MUL 285 or 665) during the term of the recital. The number of credits, up to 4, for the Reading and Conference is determined by the instructor. Periodical 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 performance studies 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, performance studies 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 About the School, earlier in this section of the bulletin. See also the Registration and Academic Policies and Graduate School sections.

UNDERGRADUATE STUDIES

Nonmajors

Courses

The School of Music offers numerous opportunities for nonmajors to be involved in music courses and performance ensembles. See course listings for details. The following courses are primarily for students without previous musical instruction.

Basic Music (MUS 125)
Introduction to Music and Its Literature (MUS 207, 208)

History of Rock Music (MUS 266, 267)
History of Jazz (MUS 350)
The Music of Bach and Handel (MUS 351)
The Classic Symphony and Sonatas (MUS 352)
Survey of Opera (MUS 353)
Introduction to 20th-Century Music (MUS 354)
Music in World Cultures (MUS 358)
Music of the Americas (MUS 359)
Special courses are frequently offered under Special Studies (MUS 195), Seminar (MUS 407), Experimental Course (MUS 410), including such topics as Folk Guitar, Music of Africa, and Topics in Ethnomusicology.

Ensembles
Course numbers through 499 are for undergraduate; 500-, 600-, and 700-level courses are for graduate students.
East European Ruk Ensemble (MUS 190, 390, 690)
Collegium Musicum (MUS 191, 391, 691)
Chamber Ensemble: Brass Choir, other ensembles as needed (MUS 194, 394, 694)
Band: Oregon Basketball Band, UO Campus Band, Greek Garter Band, Oregon Marching Band, UO Symphonic Band, Oregon Wind Ensemble (MUS 195, 395, 695)
Orchestra (MUS 196, 396, 696)
Chorus: Chamber Chorus, University Gospel Ensemble, University Men's Chorus, University Women's Chorus, University Singers (MUS 197, 397, 697)
Workshop: Song and Dance Troupe (MUS 208/209)
Jazz Laboratory Band III (MUS 190, 390, 690)
Jazz Laboratory Band II (MUS 191, 391, 691)
Oregon Jazz Ensemble (MUS 192, 392, 692)
Small Jazz Ensemble (MUS 195, 395, 695)
Oregon Vocal Jazz (MUS 197, 397, 697)
Open Workshop (MUS 398, 698)
Gamelan (MUS 490/590)

Minor Requirements
The School of Music offers two minors: the minor in music and the minor in music education: elementary education

Minor in Music: The minor in music requires 24-30 credits, 15 of which must be upper division. A minimum of 15 credits, including performance-study and ensemble requirements, must be taken in residence. Courses applied to the minor must be graded C- or better. Credits are to be distributed as follows:

Core (choose A or B)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Basic Music (MUS 125)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Music and Its Literature (MUS 207, 208)</td>
<td>3</td>
</tr>
<tr>
<td>B Music Theory I (MUS 131, 132, 133)</td>
<td>3</td>
</tr>
<tr>
<td>and Aural Skills I (MUS 134, 135, 136)</td>
<td>3</td>
</tr>
<tr>
<td>B Students must take the freshman placement examination. Those who do not qualify for MUS 131 must take Rudiments of Music Theory (MUS 126), and those who do not qualify for MUS 134 must take Rudiments of Aural Skills (MUS 127) before starting MUS 131 and 134.</td>
<td></td>
</tr>
</tbody>
</table>

History and Literature

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A at least two courses chosen from the following: 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) Music in World Cultures (MUS 358), Music of the Americas (MUS 359)</td>
<td>6-8</td>
</tr>
</tbody>
</table>

Performance

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Performance Studies for Music Majors (MUP 365)</td>
<td>2-4</td>
</tr>
<tr>
<td>B Performance ensembles (at least two terms)</td>
<td>2-4</td>
</tr>
</tbody>
</table>

Musical Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Minor in Music Education: Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>B The minor in music education: elementary education requires 37 credits, 9 of which must be upper division.</td>
<td></td>
</tr>
</tbody>
</table>

Prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Music Theory I (MUS 131, 132, 133)</td>
<td>3</td>
</tr>
<tr>
<td>and Aural Skills I (MUS 134, 135, 136)</td>
<td>3</td>
</tr>
<tr>
<td>B Keyboard Skills I (MUS 137, 138, 139)</td>
<td>3</td>
</tr>
<tr>
<td>C Introduction to Music and Its Literature (MUS 207, 208)</td>
<td>8</td>
</tr>
</tbody>
</table>

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Basic Performance Studies: Voice (MUP 101)</td>
<td>2</td>
</tr>
<tr>
<td>B Classroom Instrumental Ensembles (MUS 425)</td>
<td>1</td>
</tr>
<tr>
<td>C Music for Early Childhood (MUS 120)</td>
<td>3</td>
</tr>
<tr>
<td>D Music in Special Education (MUS 429)</td>
<td>3</td>
</tr>
<tr>
<td>E Instrumental or choral ensemble</td>
<td>1-2</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 17-26 credits from the following: General Music in the Middle School (MUS 415); Music Education: General Music; Level I, II, III (MUS 421, 422); Children's Choir (MUS 424); Music Classroom Logic and Education (MUS 430); technique courses or performance studies in piano, recorder, guitar, or another instrument; summer workshops in music education with minor coordinator's consent</td>
<td></td>
</tr>
</tbody>
</table>

MUSIC MAJOR PROGRAMS

A detailed checklist of requirements for each degree is available in the undergraduate office, 158 Music Building

Bachelor's Degrees Offered

Bachelor of Arts (B.A.) in Music
Bachelor of Science (B.S.) in Music
Bachelor of Music (B.Mus.):
Jazz Studies
Music Composition
Music Education
Music Performance
Music Theory

The bachelor of arts in music is primarily for students who want a broad liberal-arts education while majoring in music. The bachelor of science in music is appropriate for those who want 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

Students eligible for admission to the university may apply to the School of Music for admission as music majors. Placement examinations are required of all first-year music majors and transfer students. The freshman placement examination determines the appropriate placement for students beginning college-level study in music theory, aural skills, and keyboard skills. Students are placed either in preparatory courses or in undergraduate core courses. The transfer placement examination determines the appropriate core courses for students who have some college-level study in music. Descriptions of these examinations are available in the undergraduate office, 158 Music Building.

Performance Studies

Placement in performance studies requires an audition, which 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.

Jazz Studies

Students who want to enter the jazz studies major must give a second performance audition. A placement examination specific to jazz studies is required of freshmen and transfer students who want to enter the program.

Program Requirements

Ensemble Requirements

Each degree requires a specific number of credits in specific ensembles. Some degrees require participation in specific ensembles.

Music majors and minors enrolled in performance studies must enroll concurrently 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, 159 Music Building

The petition is given to the chair of the ensemble performance studies committee, and the student is notified of the action taken.

Jazz studies majors may, with the approval of the director of jazz studies, enroll in Small Jazz Ensemble (MUS 195, 395) or Chamber Ensemble (MUS 194, 394) instead of large conducted ensembles.

Keyboard students may enroll in Chamber Ensemble (MUS 194, 394) or the Collaborative.
Planat (MUS 421, 422, 423) instead of large conducted ensembles. Guitar students may enroll in a chamber ensemble instead of the large conducted ensembles. Other students who are enrolled in a chamber ensemble must enroll concurrently in an assigned band, chorus, or orchestra.

**General Requirements**

In addition to 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**

Music Theory I (MUS 131, 132, 133) ..................... 6
Aural Skills I (MUS 134) .............................. 2
Keyboards Skills I (MUS 135, 136, 137) .............. 3
Orn the Nature of Music (MUS 167) .................... 2
Guided Listening (MUS 168, 169) .......................... 2
Music Theory II (MUS 231, 232, 233) ................... 6
Aural Skills II (MUS 234, 235, 236) ...................... 6
Keyboards Skills II (MUS 237, 238, 239) .............. 3
Survey of Music History (MUS 267, 268, 269) ......... 12
Analysis (MUS 324, 325, 326) .......................... 9
Special Studies: Student Forum (MUS 199) (nine terms)

**Satisfactory Progress toward the Degree**

Music majors must earn a C- or better in every core course. 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.

Students are subject to the degree requirements stated in the undergraduate and graduate 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 core requirements for all undergraduate music degrees, each undergraduate music degree has the following specific requirements.

**Sample First-Year Program**

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Theory I (MUS 131)</td>
<td>2</td>
</tr>
<tr>
<td>Aural Skills I (MUS 134)</td>
<td>2</td>
</tr>
<tr>
<td>Keyboards Skills I (MUS 135)</td>
<td>3</td>
</tr>
<tr>
<td>Guided Listening (MUS 168)</td>
<td>3</td>
</tr>
<tr>
<td>Ensemble (MUS 195-197)</td>
<td>2</td>
</tr>
<tr>
<td>Performance Studies (Studio Instruction)</td>
<td>2</td>
</tr>
<tr>
<td>Group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td>Special Studies: Student Forum (MUS 199)</td>
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</table>

<table>
<thead>
<tr>
<th>Winter Term</th>
<th>17 credits</th>
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</thead>
<tbody>
<tr>
<td>Music Theory I (MUS 132)</td>
<td>2</td>
</tr>
<tr>
<td>Aural Skills I (MUS 135)</td>
<td>2</td>
</tr>
<tr>
<td>Keyboards Skills I (MUS 136)</td>
<td>3</td>
</tr>
<tr>
<td>Guided Listening (MUS 169)</td>
<td>2</td>
</tr>
<tr>
<td>Ensemble (MUS 195-197)</td>
<td>2</td>
</tr>
<tr>
<td>Performance Studies (Studio Instruction)</td>
<td>2</td>
</tr>
<tr>
<td>College Composition I (WR 121)</td>
<td>3</td>
</tr>
<tr>
<td>Group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td>Special Studies: Student Forum (MUS 199)</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Term</th>
<th>17 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Theory I (MUS 133)</td>
<td>2</td>
</tr>
<tr>
<td>Aural Skills I (MUS 136)</td>
<td>2</td>
</tr>
<tr>
<td>Keyboards Skills I (MUS 137)</td>
<td>3</td>
</tr>
<tr>
<td>Guided Listening (MUS 169)</td>
<td>2</td>
</tr>
<tr>
<td>Ensemble (MUS 195-197)</td>
<td>2</td>
</tr>
<tr>
<td>Performance Studies (Studio Instruction)</td>
<td>2</td>
</tr>
<tr>
<td>College Composition II or III (WR 122 or 123)</td>
<td>3</td>
</tr>
<tr>
<td>Group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td>Special Studies: Student Forum (MUS 199)</td>
<td>2</td>
</tr>
</tbody>
</table>

**Bachelor of Music**

**B.Mus. in Jazz Studies**

**credits**

Ensemble: Small Jazz Ensemble (MUS 196, 197), nine terms including six at the 300 level. .......... 9
Three terms of chamber ensemble, band, orchestra, or chorus (MUS 154, 155, 156, 197, 394, 395, 396, 397) .................. 3
Performance Studies (Studio Instruction) at the MUP 171 level or above, including three terms at the MUP 200 level or above. .......... 12
History of Jazz (MUS 386) .................. 3
Music in World Cultures (MUS 388) or Music of the Americas (MUS 359) .................. 4
Electronic Music Techniques (MUS 443) .......... 3
Computer Music Applications (MUS 446) ........ 3
Jazz Theory (MUS 470) .................. 2
Functional Jazz Piano I (MUS 471) .................. 1
Jazz Improvisation II (MUS 472, 473) .......... 4
Jazz Repertoire III (MUS 474, 475, 476) .......... 6
Jazz Arranging III (MUS 480, 481, 482) ..... 9
Seminar or workshop in jazz studies approved by adviser. .......... 1
Senior recital: consult director of jazz studies for details

**B.Mus. in Music Composition**

**credits**

Composition II and III (MUS 246, 247, 248, 249, 340, 341, 342, 343, 440, 441, 442) .......... 27
Ensemble: at least nine terms
Schenkerian Analysis (MUS 430, 431, 432) .......... 9
Counterpoint (MUS 433, 434, 435) ........... 12
Sounding for Voices and Instruments (MUS 436) .......... 3
One course in electronic or computer music applications chosen from Electronic Music Techniques II and III (MUS 443, 444), Advanced Electronic Composition (MUS 445), Computer Music Applications (MUS 446) .......... 3
One course in ethnomusicology chosen from Music in World Cultures (MUS 358), Music of the Americas (MUS 359), Introduction to Ethnomusicology (MUS 381), Musical Instruments of the World (MUS 522), Folk Music of the Balkans (MUS 535), Music of India (MUS 545), Gamelan (MUS 490) .......... 2

6-8

Proficiency in piano at the MUP 271 level or proficiency in piano at the MUP 171 level and at the 180 level in another instrument or in voice.
Proficiency in conducting determined by the composition faculty.
A total of at least 121 music credits (MUS, MUP, MUE, MUS subject codes) including electives and recital 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 requirements by the composition faculty.

**B.Mus. in Music Education**

**credits**

Foundations of Music Education (MUS 226) .......... 3
Teaching Laboratory I (MUE 586, 587, 588) .......... 8
Instrumental Techniques (MUE 592), eight courses .................. 8
Practicum: Early Field Experience (MUE 409), three terms .................. 3
Teaching Methods: Elementary Choral and General (MUE 412) .......... 3
Band Methods (MUE 411) or Teaching Methods: Secondary Choral and General (MUE 413) .......... 3
Sounding for Voices and Instruments (MUS 439) .......... 3
Advanced Choral Conducting (MUS 485) .......... 3
Advanced Instrumental Conducting (MUS 486) .......... 3
Junior in Readbg Performance more net! Admission Asemble must be in Piano Keyboard Option, Piano (MUP 163) than one mental harp, and guitar whose Approved performance medium structure Trust pass at least three terms of the MUP 163

Instrumental Option: Students whose primary performance medium is a band or orchestra instrument must pass at least three terms at the MUP 200 level or above and pass three terms of Intermediate Performance Studies Violin (MUP 160). Students whose primary performance medium is voice must pass at least three terms at the MUP 200 level or above and pass three terms of Functional Piano (MUP 163)

Advanced methods I, choose one according to area of emphasis (MUP 520), Teacher Singing in the Classroom (MUP 542), Jazz and Marching Methods (MUP 588) ...

Advanced methods II, choose one according to area of emphasis: Music for Early Childhood (MUP 528), Choral Materials for Schools (MUP 544), String Methods (MUP 556) ...

Music in Special Education (MUP 529) ...

Music Classroom Ecology and Management (MUP 530) ...

Music in School and Society (MUP 632) ...

Technology of Teaching Music (MUP 627) ...

Curricular Strategies in Music Education (MUP 638) ...

Seminar: Developmental Psychology for Educators (EDUC 507) ...

Seminar: Bilingual Education (ES 507) or Bilingual and Multicultural Education (EDUC 607) ...

Practicum: Supervised Field Experience (EDUC 609), fall term ...

Practicum: Supervised Field Experience (EDUC 609), winter term ...

Practicum: Supervised Student Teaching (EDUC 609) spring term ...

Supervised Field Experience (MUP 775), three terms ...

Electives ...

Ensemble: at least twelve terms 24 Performance studies 18 Choral and General Option: Students whose primary performance medium is piano must pass at least three terms at the MUP 300 level or above and pass three terms of Intermediate Performance Studies Vocal (MUP 160). Students whose primary performance medium is voice must pass at least three terms at the MUP 200 level or above and pass three terms of Functional Piano (MUP 163)

Advanced methods I, choose one according to area of emphasis (MUP 520), Teacher Singing in the Classroom (MUP 542), Jazz and Marching Methods (MUP 588) ...

Advanced methods II, choose one according to area of emphasis: Music for Early Childhood (MUP 528), Choral Materials for Schools (MUP 544), String Methods (MUP 556) ...

Music in Special Education (MUP 529) ...

Music Classroom Ecology and Management (MUP 530) ...

Music in School and Society (MUP 632) ...

Technology of Teaching Music (MUP 627) ...

Curricular Strategies in Music Education (MUP 638) ...

Seminar: Developmental Psychology for Educators (EDUC 507) ...

Seminar: Bilingual Education (ES 507) or Bilingual and Multicultural Education (EDUC 607) ...

Practicum: Supervised Field Experience (EDUC 609), fall term ...

Practicum: Supervised Field Experience (EDUC 609), winter term ...

Practicum: Supervised Student Teaching (EDUC 609) spring term ...

Supervised Field Experience (MUP 775), three terms ...

Electives ...

Students may enroll concurrently in the fifth-year certification program and the M.Mus. in music education program. Music Classroom Ecology and Management (MUP 530), Technology of Teaching Music (MUP 637), and advanced methods requirements may be used to fulfill the degree area of emphasis for the M.Mus. in music education. Seminar: Developmental Psychology for Educators (EDUC 507) and Seminar: Bilingual Education (ES 507) or Seminar: Bilingual and Multicultural Education (EDUC 607) may be used to complete the professional education requirements.

Master's Degree Programs

Master's Degrees Offered

Master of Arts (M.A.) Music History Music Theory Master of Music (M.Mus.) Music Conducting Music Piano Pedagogy Music Composition Music Education Music Performance

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 Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217, the original copy of a Graduate Admission Application, a $50 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:

1. The four carbon copies of the Graduate Admission Application.

2. A copy of transcripts of all 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, such as a term paper, of the applicant's scholarly writing.

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 performance 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 Conducting Choral Conducting. Minimum of two years of successful conducting experience supported by letters of recommendation, tapes, and programs; piano-proficiency examination.

Teaching Laboratory II (MUE 486, 487, 488) ... 3 Apples in adolescent development and behavior recommended

Performance studies 18 Choral and General Option: Students whose primary performance medium is piano must pass at least three terms at the MUP 300 level or above and pass three terms of Intermediate Performance Studies Vocal (MUP 160). Students whose primary performance medium is voice must pass at least three terms at the MUP 200 level or above and pass three terms of Functional Piano (MUP 163)

Advanced methods I, choose one according to area of emphasis (MUP 520), Teacher Singing in the Classroom (MUP 542), Jazz and Marching Methods (MUP 588) ...

Advanced methods II, choose one according to area of emphasis: Music for Early Childhood (MUP 528), Choral Materials for Schools (MUP 544), String Methods (MUP 556) ...

Music in Special Education (MUP 529) ...

Music Classroom Ecology and Management (MUP 530) ...

Music in School and Society (MUP 632) ...

Technology of Teaching Music (MUP 627) ...

Curricular Strategies in Music Education (MUP 638) ...

Seminar: Developmental Psychology for Educators (EDUC 507) ...

Seminar: Bilingual Education (ES 507) or Bilingual and Multicultural Education (EDUC 607) ...

Practicum: Supervised Field Experience (EDUC 609), fall term ...

Practicum: Supervised Field Experience (EDUC 609), winter term ...

Practicum: Supervised Student Teaching (EDUC 609) spring term ...

Supervised Field Experience (MUP 775), three terms ...

Electives ...

Students may enroll concurrently in the fifth-year certification program and the M.Mus. in music education program. Music Classroom Ecology and Management (MUE 530), Technology of Teaching Music (MUE 637), and advanced methods requirements may be used to fulfill the degree area of emphasis for the M.Mus. in music education. Seminar: Developmental Psychology for Educators (EDUC 507) and Seminar: Bilingual Education (ES 507) or Seminar: Bilingual and Multicultural Education (EDUC 607) may be used to complete the professional education requirements.

Master's Degree Programs

Master's Degrees Offered

Master of Arts (M.A.) Music History Music Theory Master of Music (M.Mus.) Music Conducting Music Piano Pedagogy Music Composition Music Education Music Performance

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.

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4. A statement of career goals including purpose and intent in earning a graduate degree.

5. A recent sample, such as a term paper, of the applicant's scholarly writing.

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 performance 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 Conducting Choral Conducting. Minimum of two years of successful conducting experience supported by letters of recommendation, tapes, and programs; piano-proficiency examination.
Orchestral 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.

Wind Ensemble Conducting. Proficiency to enter Performance Studies (Studio Instruction): Piano (MUP 641).

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 or other performance 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.

Music Performance

Proficiency to enter Performance Studies (Studio Instruction): Piano (MUP 641). Prospective voice specialists must also have piano proficiency in sight-reading and accompanying.

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 take the examination prior to their first term on campus or 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, 154 Music Building.

Ensemble Requirements. Each degree requires a minimum number of terms of ensemble, and some require participation in specific ensembles. Students enrolled in performance studies 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 instructor 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 procedures:

1. Audition for the appropriate ensemble auditioning committee (choir or instrumental)
2. Complete the Ensemble Requirement Petition
3. Return the petition to the School of Music front desk, 159 Music Building

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 (MUS 694) or The Collaborative Ensemble (MUS 521, 522, 523) instead of the large conducted ensembles. Other students who are enrolled in a chamber ensemble must enroll concurrently in an assigned conducted ensemble.

Degree Requirements. A minimum of 30 percent of degree requirements must be taken in 200- or 400-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 Knight Library's Music Service Department archives. In addition to Graduate School requirements for master's degrees (see the Graduate School section of this bulletin), each degree program listed below has the following specific requirements:

**Master of Arts**

**M.A. in Music History**

Research Methods in Music (MUS 611) ................... 3
Performance studies, at least three terms ..... 3-6

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
At least 9 credits in music history or theory seminars (MUS 507, 607) .................. 9
Electives in music history or theory or appropriate area outside music recommended courses are MUS 561-577, 643, 644, 669, or additional seminars (MUS 507, 607)

Thesis (MUS 503) .................. 6

A total of at least 48 graduate credits.

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.

**M.A. in Music Theory**

Research Methods in Music (MUS 611) ................... 3
Performance studies, at least three terms ..... 3-6

Choose two of the following: Middle Ages Music (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
Advanced Aural Skills (MUS 635) .................. 3

Group Option I. Choose one course from:

- History of Theory (MUS 637), Pedagogy and Practice: Theory (MUS 639) .................. 3
- History of Theory (MUS 637), Pedagogy and Practice: Theory (MUS 639) .................. 3
- Advanced Keyboard Harmony (MUS 528), Score Reading (MUS 526), Seminar: Music Theory (MUS 607), Analysis of Rhythm (MUS 636), Timbral Analysis and Orchestral Composition (MUS 638, 639), or a second course from Group Option I .................. 2-3

Thesis (MUS 503) .................. 9

Electives, chosen in consultation with an advisor, at the 500 level or above to total at least 32 graduate credits.

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 32 total credits.

Completion requirements: an oral examination reviewing the thesis and degree course work.

**Master of Music**

**M.Mus. in Music Conducting**

Choral Emphasis credits

Advanced Choral Conducting (MUS 585) .................. 3
Seminar: Advanced Choral Analysis (MUS 607) .................. 3
Seminar: Advanced Choral Performance (MUS 609) .................. 7-11

Orchestral Emphasis credits

Reading and Conference: Choral Literature (MUS 605) .................. 3

Performance studies: at least three terms of voice

Ensemble at least three terms of choral ensemble

Research Methods in Music (MUS 611) .................. 3

At least 6 credits in music history selected from MUS 661-666 .................. 6

Electives selected from Scoring for Voices and Instruments (MUS 539), Pedagogy and Practice: Voice (MUS 639), Performance Practices before 1800 (MUS 689), Collegium Musicum (MUS 691)

Instrumental Conducting Master Class (MUS 690) .................. 3

Three consecutive terms in residence, excluding summer sessions

A total of at least 94 graduate credits.

Completion requirements: conduct at least two public performances of choral ensembles (faculty approved required). Three oral examinations that includes coverage of degree course work.

**Choral Emphasis credits**

Orchestral Music (MUS 570, 571, 572) .................. 6

Research: Methods in Music (MUS 611) .................. 6

Bibliography in Instrumental Conducting (MUS 620) .................. 3

Instrumental Conducting Laboratory (MUS 624), three terms .................. 6

Performance practices at the MUP 641 level or above, three terms .................. 6

Two additional courses in music history chosen from MUS 620-624, two course credits .................. 6

Institute of Conducting Master Class (MUS 686) .................. 3

Performance Practices before 1800 (MUS 689) .................. 3

Orchestra (MUS 690), three terms .................. 6
Ethnomusicology (MUS 551); Musical Instruments of the World (MUS 552); Folk Music of the Balkans (MUS 553); Music of India (MUS 554); Gamelan (MUS 580) - 2-4

One course chosen from: MUS 651-664 - 3

Music in the 20th Century (MUS 660) - 3

At least two courses outside the School of Music at the 500 level or above - 4-8

Music electives, selected in consultation with an adviser, to complete at least 54 graduate credits

Proficiency in Schenkerian analysis equivalent to MUS 339, 331, 335

Proficiency in counterpoint equivalent to MUS 333, 334, 535

Proficiency in piano at the MUP 771 level or proficiency at the MUP 171 level in piano and at the MUP 100 level on another instrument or in voice

The degree of Master of Performance Studies at Piano is the Master of Performance Studies (Studio Instruction) (MUS 503, 531), 3-5

Electives in the area of emphasis, chosen with an adviser, at the 500 level or above to total of 48 graduate credits

Core Requirements

Research Methods in Music (MUS 611) - 3

Performance Studies (Studio Instruction) (MUP 670-684) - 12

Electives in either terms or by an adviser, to total at least 48 graduate credits

Public recital: consult adviser for procedures

Completion requirements. Final oral examination with emphasis on history, literature, and pedagogy of the primary performance medium

Specific Requirements for Selected Options

Piano

Piano Literature (MUS 564, 565, 566) - 9

Multiple Woodwind or Brass Instruments

Reading and Conference: Wind Instrument Music (MUS 605) - 3

Performance Studies (Studio Instruction) (MUP 621-630), at least 3 credits in each secondary instrument

Pedagogy and Practice: Woodwinds or Brass (MUS 639) - 3

Final Demonstration. Complete public recital of both solo and ensemble music on the primary instrument, and performance of a substantial composition or each of the two secondary instruments during a public student recital

Final oral examination with emphasis on woodwind or brass literature, history, and pedagogy

Voice

Lyric Diction (MUS 555, 556) - 6

Solo Vocal Music (MUS 567, 568, 569) - 6

History of Opera (MUS 574, 575) - 8

Seminars or courses in music history or literature at the 500 level or above approved by an adviser - 4

Advanced Pedagogy: Voice (MUS 591) - 3

Electives at the 500 level or above, approved by an adviser, to total of at least 48 graduate credits

Public recital: consult adviser for procedures

Preference in French, German: equivalent to completion of one year of college study in each of two languages or two years of study in one language

Piano Accompanying

Performance Studies (Studio Instruction) (MUP 670) - 3

Performance Studies (Studio Instruction) (Piano (MUP 671), at least four terms, at least 48 graduate credits

Reading and Conference: Music for Chamber Ensemble (MUS 605) - 2

Solo Vocal Music (MUS 567, 568, 569), two terms - 4

Lyric Diction (MUS 555, 556) - 4

The Collaborative Pianist (MUS 521, 522, 523) - 6

Seminars or courses in music history or literature at the 500 level or above approved by an adviser - 4

Electives at the 500 level or above, approved by an adviser, to total at least 48 graduate credits

Two public recitals: consult adviser for procedures

Electives in the area of emphasis, chosen with an adviser, at the 500 level or above to complete 54 graduate credits

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 wood ensemble conducting

Wind Ensemble Emphasis

Research Methods in Music (MUS 611) - 3

Bibliography in Instrumental Conducting (MUS 620) - 3

Wind Repertoire (MUS 621, 622, 623) - 9

Instrumental Conducting Laboratory (MUS 624), three terms - 6

Performance studies at the MUP 641 level or above, three terms - 6

One additional course in music history chosen from MUS 660-664 - 3

Music in the 20th Century (MUS 665) - 3

Instrumental Conducting Master Class (MUS 680) - 3

Band: Wind Ensemble (MUS 685), three terms - 6

Electives in the area of emphasis, chosen with an adviser, at the 500 level or above to complete 48 graduate credits

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 wood ensemble conducting

M.Mus. in Music Piano Pedagogy

Piano Literature (MUS 564, 565, 566) - 9

Piano Pedagogy I: Teaching Beginners (MUE 571) concurrent with Pedagogy (MUE 609) - 3

Piano Pedagogy II: Teaching Groups (MUE 572) - 2

Piano Pedagogy III: Teaching Intermediate Levels (MUE 573) - 2

Advanced Pedagogy: Piano (MUE 591) - 3

Pedagogy (MUE 609), three terms - 3

Research Methods in Music (MUS 611) - 3

Performance studies in piano: at least 12 credits at the MUP 641 level or above

Ensemble, at least three terms - 3-6

Seminars or courses in music history or literature at the 500 level or above - 3-6

Electives at the 500 level or above and chosen in consultation with an adviser - 7

A total of at least 52 graduate credits

Projects and portfolio consisting of at least thirty minutes of music performance

Final oral examination reviewing the project and degree course work

M.Mus. in Music Composition

Research Methods in Music (MUS 611) - 3

Advanced Composition Studies (MUS 640, 641, 642) - 6

Ensemble, at least three terms - 3-6

Composers' Forum (MUS 598), at least three terms - 6

One course in electronic or computer music applications chosen from Electronic Music Techniques LIT (MUS 543, 544), Advanced Electronic Composition (MUS 545), Computer Music Applications (MUS 546) - 3

One course in ethnomusicology chosen from Music in World Cultures (MUS 358), Music of the Americas (MUS 359), Introduction to

EMUS 551); Musical Instruments of the World (MUS 552), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Gamelan (MUS 580) - 2-4

One course chosen from: MUS 651-664 - 3

Music in the 20th Century (MUS 660) - 3

At least two courses outside the School of Music at the 500 level or above - 4-8

Music electives, selected in consultation with an adviser, to complete at least 54 graduate credits

Proficiency in Schenkerian analysis equivalent to MUS 339, 331, 335

Proficiency in counterpoint equivalent to MUS 333, 334, 535

Proficiency in piano at the MUP 771 level or proficiency at the MUP 171 level in piano and at the MUP 100 level on another instrument or in voice

The degree of Master of Performance Studies at Piano is the Master of Performance Studies (Studio Instruction) (MUS 503, 531), 3-5

Electives in the area of emphasis, chosen with an adviser, at the 500 level or above to total of 48 graduate credits

Core Requirements

Research Methods in Music (MUS 611) - 3

Resources in Music Education (MUS 614) - 3

Music in School and Society (MUS 632) - 3

Curricular Strategies in Music Education (MUS 638) - 3

At least three courses in music history, literature, theory, or composition at the 500 level or above

At least 12 credits in courses related to the degree emphasis area at the 500 level or above - 12

Electives, chosen with an adviser, within or outside the School of Music at the 500 level or above to complete 51 graduate credits

Courses as needed in expository writing

Completion requirements. Choose one of the following options:

1. 9 credits in Thesis (MUS 503) and oral examination, or

2. Major project consisting of 2-4 credits in Research (MUS 601) and oral examination, or

3. Major project consisting of a recital (if performance studies 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

Options available in accordion, baritone, bassoon, clarinet, euphonium, flute, horn, harmonica, harp, oboe, organ, percussion, piano, singing, saxophone, string bass, trombone, trumpet, tuba, viola, violin, voice.
DOCTORAL DEGREE PROGRAMS

Doctoral Degrees Offered

Doctor of Musical Arts (D.M.A.)
- Music Composition
- Music Education
- Music Performance
- Doctor of Philosophy (Ph.D.)
- Music Composition
- Music Education
- Music History
- Music Theory

Primary and supporting areas are offered in music composition, music education, music history, music performance, and music theory. Supporting areas are offered in choral conducting, orchestral conducting, jazz studies, and music education research.

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, 159 Music Building.

Admission

Conditional Admission

Send to the Office of Admissions, 3217 University of Oregon, Eugene OR 97403-1217, the original copy of a Graduate Application Application, a $30 fee, and an official transcript showing receipt of a bachelor’s degree.

Send to the Coordinator of Graduate Studies, School of Music

1. The four carbon copies of the Graduate Admission Application
2. A copy of transcripts of all undergraduate and graduate study
3. Three written recommendations from people who know the applicant’s professional and personal qualifications
4. A recent sample of the applicant’s 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: copies of scores and tape recordings of a representative sample of original compositions and copies of programs as evidence of performances of the applicant’s work
6. Supporting material related to the areas of interest:
   a. Primary area in music education: two letters of recommendation indicating three years of successful full-time music teaching. 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 item 3
   b. Primary or 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 written requested in item 4
   c. Primary or 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

7. Any other materials the applicant believes are of interest to the School of Music graduate admissions committee

Entrance Examinations

Entering graduate students admitted into a doctoral or predoctoral program are required to take entrance examinations in music scholarship and music history before or early in the first term of enrollment. These examinations are given before or during the first week 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.

Unconditional Admission

Unconditional admission is accomplished by appearing before the graduate committee during the second or third term of residence (not including summer sessions). Students must meet this requirement to be permitted to enroll for subsequent terms. More information about unconditional admission is available from the graduate secretary, School of Music, 154 Music Building.

General Degree Requirements

In addition to the Graduate School’s requirements for doctoral degrees, the School of Music has the following general requirements:

- Research Methods in Music (MUS 611) ......... 3
- Pedagogy and Practice (MUE 639), two terms, one each in primary and supporting areas ....... 6
- Concept Development in College Music Teaching (MUE 641, 642) ............... 6
- At least two courses or seminars in music history or theory, chosen from MUS 507 or the 600 level .................................................. 4-6
- At least two 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) .................................................. 6
  - At least 9 credits in nonmusic courses, chosen in consultation with the faculty adviser and excluding music language courses ....... 9
  - Pr.D. candidates must demonstrate proficiency in two foreign languages, usually chosen from French, German, and Italian.
  - D.M.A. candidates must demonstrate proficiency in a foreign language, usually French, German, or Italian. Students with a primary or 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 college study in each of the other two.
  - Research (MUS 661), Dissertation (MUS 660), and Reading and Conference (MUS 665) are available during the summer session only 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 (in primary and supporting areas):

Music Composition

The following requirements are the same for the Ph.D. and D.M.A. except for the language requirement and the choice of supporting area. Ph.D. candidates choose ethnomusicology, music education research, music history, or music theory for the supporting area. D.M.A. candidates choose choral conducting, wind ensemble conducting, orchestral conducting, jazz studies, or performance for the supporting area.

Primary Area

- Composers’ Forum (MUS 538) ............... 3
- Dissertation and composition courses, chosen with faculty adviser ........................................ 20
- Courses outside the School of Music that are chosen with faculty adviser ........................................ 12
- One course in electronic music or computer music applications chosen from Electronic Music Techniques II (MUS 543, 544), Advanced Electronic Composition (MUS 543), Computer Music Applications (MUS 546) .................. 3
- One course in ethnomusicology chosen from Music in World Cultures (MUS 358), Music of the Americas (MUS 359), Introduction to Ethnomusicology (MUS 561), Musical Instruments of the World (MUS 550), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Gamelan (MUS 950) ........................................ 2-4
- Pedagogy and Practice: Theory (MUE 639), one term, if the supporting area is other than theory, this term is in addition to the one term required in the supporting area ....... 4-6
- 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

- Composers’ Forum (MUS 538), three terms ....... 9
- Courses in composition, analysis, or in pedagogy of theory or composition, chosen in consultation with 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. and the Ph.D. degrees:

- Statistical methods, two terms ............... 6
- Seminar: Thesis Organization (MUE 647) ............... 6
- Research Methods in Music (MUE 613) ............... 3
- Resources in Music Education (MUE 618) ............... 3
- Additional graduate MUE courses ............... 15
- Performance studies, three terms

Supporting Area

- Statistical methods, one term ............... 3
- Research Methods in Music (MUE 613) ............... 3
- Additional graduate MUE courses ............... 9
- Performance studies, three terms

For the Ph.D. degree, the supporting area is in research and should comprise at least 21 credits, chosen in consultation with adviser, in research methodology and in research involving a theoretical foundation for the dissertation research

Music History

Primary Area

- Dissertation (MUE 603) ............... 18
- Notion of Medieval and Renaissance Music (MUE 629, 644) ............... 6
- Performance Practices before 1800 (MUE 695) ............... 3
- Collegium Musicum (MUE 691), three terms ............... 3
- In addition to specifically required courses, students choose six graduate-level courses in mu-
sic history and theory, three of which must be seminars

Each student, in consultation with the adviser, develops a plan to remedy any deficiencies and prepare for comprehensive examinations

Two public lecture recitals 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
At least three terms in music history or theory seminars (MUS 507, 607)

Music Performance

Primary Area credits

Choose at least three of the following:

Advanced Keyboard Harmony (MUS 620), Score Reading (MUS 620), Counterpoint (MUS 553, 554, 555) ............................ 8-12
Schenckian Analysis (MUS 553, 554, 555) ............................ 9
Disseration (MUS 650) ............................ 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), three terms ............................ 3
At least three graduate-level courses or seminars in music history and theory

Three public lecture-recitals or lecture-recitals (subject to faculty approval) on the University of Oregon campus

Supporting Area credits

Choose at least three of the following:

Advanced Keyboard Harmony (MUS 620), Score Reading (MUS 620), Counterpoint (MUS 553, 554, 555) ............................ 8-12
Schenckian Analysis (MUS 553, 554, 555) ............................ 9
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
At least three graduate-level courses or seminars in music history and theory

Choral Conducting

Supporting Area credits

Seminar: Advanced Choral Conducting (MUS 607) taken concurrently with Practicum (MUS 609)

Practicum: Choral Conducting (MUS 609), one term.

Supervised College Music Teaching (MUS 602) may be substituted

Instrumental Conducting Master Class (MUS 686) ............................ 3
Performance Practices (Studio Instruction) (MUS 741-751), three terms

Choral literature courses, selected in consultation with an adviser

Inquire at the School of Music front desk, 159 Music Building, for a list of recommended electives

Two summer workshops held during the Oregon Bach Festival. Registration at least one term as a conductor during the festival

Piano proficiency, demonstrated by examination

One public 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

Comprehensive examination in choral conducting

Orchestral Conducting

Supporting Area credits

Orchestral Music in Performance Practice (MUS 570, 571, 572) ............................ 6
Bibliography in Instrumental Conducting (MUS 620) ............................ 3
Instrumental Conducting Laboratory (MUS 624), three terms ............................ 6
Instrumental Conducting Master Class (MUS 686) ............................ 3
Performance Practices before 1800 (MUS 689) ............................ 3
Orchestra (MUS 696), three terms ............................ 6
Electives on subject chosen by student and adviser

A juried recital and a juried conducting performance in addition to those required at master's level

Wind Ensemble Conducting

Supporting Area credits

Bibliography in Instrumental Conducting (MUS 620) ............................ 3
Wind Repertoire (MUS 621, 622, 623) ............................ 9
Instrumental Conducting Laboratory (MUS 624) ............................ 3
Instrumental Conducting Master Class (MUS 686) ............................ 3
Band/Wind Ensemble (MUS 695), three terms ............................ 6
Electives in subject chosen by student and adviser

A juried recital and a juried conducting performance in addition to those required at master's level

Ethnomusicology

Supporting Area credits

Music in World Cultures (MUS 568) or equivalent ............................ 3
Introduction to Ethnomusicology (MUS 561) ............................ 3
Pedagogy and Practicum: Ethnomusicology (MUS 589) ............................ 3
Courses chosen from the following:

Seminar in ethnomusicology (MUS 507), Musical Instruments of the World (MUS 552), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Music and Gender (MUS 560), Gamelan (MUS 589), Reading and Conference (MUS 655), East European Folk Ensemble (MUS 690), courses outside the School of Music, e.g., anthropology, folklore, dance, chosen in consultation with adviser ............................ 15
A total of 21 credits, 18 of which must be in music courses

Jazz Studies

Supporting Area

Jazz Performance Emphasis credits

Survey of Jazz Improvisation (MUS 551) ............................ 3
Jazz Pedagogy (MUS 560) ............................ 3
Jazz Repertoire I, II, III (MUS 574, 575, 576) ............................ 6
Jazz Program Planning and Development (MUS 661) ............................ 3
Juryed solo recital

Jazz Arrangement Emphasis Survey of Jazz Composition (MUS 550) ............................ 3
Jazz Pedagogy (MUS 560) ............................ 3
Jazz Arrangement I, II, III (MUS 580, 581, 582) ............................ 9
Jazz Program Planning and Development (MUS 661) ............................ 3
Juryed recital of compositions and arrangements

Program Requirements

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:

Classification as a graduate doctoral student

Completion of all course work in the examination area

Approval of dissertation proposal by dissertation advisory committee

Approval from adviser

Satisfaction of foreign-language requirement

Addition of information about comprehensive examinations is available from the graduate secretary, School of Music, 154 Music Building.

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 doctoral 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 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 approval by the dean of the Graduate School.
# COURSES OFFERED

The School of Music curriculum is divided into four general categories, each designated by a different subject code:

- **MUS**: music courses and ensembles
- **MUF**: jazz studies
- **MUE**: music education
- **MUR**: performance studies

## MUSIC COURSES (MUS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description and Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>100, 101, 102</td>
<td>Beginning Piano</td>
<td>Private lessons designed to develop basic competence in reading music notation and in playing musical ideas. Prereq: instructor's consent.</td>
</tr>
<tr>
<td>125</td>
<td>Basic Music (3)</td>
<td>Three-hour per week study of terms and notational symbols designed to develop basic competence in performing from notation and in reading musical ideas. Prereq: instructor's consent.</td>
</tr>
<tr>
<td>131, 132, 133</td>
<td>Music Theory I (1, 2, 2)</td>
<td>Elementary study of musical structure, emphasizing the acquisition of descriptive, notational, compositional, and analytical capacity. Sequence. Prereq: placement examination. Coreq: MUS 134, 135, 136 and laboratory; MUS 137, 138, 139 or instructor's consent. Majorly for majors and minors who need preparation to enter MUS 131.</td>
</tr>
<tr>
<td>134, 135, 136</td>
<td>Aural Skills I (1, 2, 2)</td>
<td>Elementary ear training through sight-singing, dictation, and related activities. Sequence. Prereq: placement examination. Coreq: MUS 131, 132, 133 and laboratory; MUS 137, 138, 139 or instructor's consent. Majorly for majors and minors.</td>
</tr>
<tr>
<td>168, 169</td>
<td>Guided Listening (1, 1) <em>Only</em></td>
<td>Guided listening experience designed to aid in acquisition of listening skills and experience with the most important repertoire, genres, and styles of Western music. Prereq: MUS 167. Majorly for majors and minors.</td>
</tr>
<tr>
<td>190</td>
<td>East European Folk Ensemble (2R)</td>
<td>Performance ensemble in which participants learn to play village style folk dance music from Bulgaria, Macedonia, Serbia, Greece, and neighboring regions of Eastern Europe. Prereq: placement interview. Levy. R twice for maximum of 6 credits.</td>
</tr>
<tr>
<td>191</td>
<td>Collegium Musicum (1R)</td>
<td>Study of music repertoire of the medieval, Renaissance, and baroque periods through rehearsals and extensive sight-reading; vocal and instrumental repertoire. Ensemble fee. Prereq: audition, instructor's consent.</td>
</tr>
<tr>
<td>194</td>
<td>Chamber Ensemble</td>
<td>[Topic] (1R) Study of music through small group rehearsal. For string and wind instrument players, percussionists, keyboard players, and singers. Prereq: audition, instructor's consent. Gonzalez-Fahner.</td>
</tr>
<tr>
<td>196</td>
<td>Orchestra (2R)</td>
<td>University Symphony Orchestra. Ensemble fee. Prereq: audition, instructor's consent. W. Bennett.</td>
</tr>
<tr>
<td>197</td>
<td>Chorus</td>
<td>[Topic] (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, Gainer, Miller.</td>
</tr>
<tr>
<td>198</td>
<td>Workshop (1-2R)</td>
<td>Special Studies [Topic] (1-5R)</td>
</tr>
<tr>
<td>199</td>
<td>Workshop (1-2R)</td>
<td>Introduction to Music and its Literature (1,4) Cultivation of understanding and intelligent enjoyment of music through study of its elements and historical styles. Smith, Valdez. Nonmajors only.</td>
</tr>
<tr>
<td>237, 238, 239</td>
<td>Keyboard Skills II (1, 1, 1)</td>
<td>Continuation of practical keyboard applications begun in MUS 135, 136, 139; Coreq: MUS 231, 232, 233; MUS 234, 235, 236. Majorly for majors and minors.</td>
</tr>
<tr>
<td>240, 241, 242</td>
<td>Composition I (3, 3, 3)</td>
<td>Introduction to musical composition. Problems of notation, scoring for instruments; basic concepts of form; contemporary techniques; emphasis on student's own beginning creative work. Sequence. Prereq: MUS 133, 136 or equivalent, instructor's consent. Kyr, H. Owen.</td>
</tr>
<tr>
<td>244, 245, 246</td>
<td>History of Rock Music I (4, 4, 4)</td>
<td>Study of the development of rock music from prerock sources (blues, jazz, country and Western) through rock 'n roll and early rock to the present. Sequence. Valdez.</td>
</tr>
<tr>
<td>264, 265</td>
<td>History of Rock Music II (4, 4)</td>
<td>Various topics at a level beyond that available in the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic or equivalent, instructor's consent.</td>
</tr>
<tr>
<td>267, 268, 269</td>
<td>Survey of Music History (4, 4, 4)</td>
<td>Study of the history and evolution of music, primarily Western art music, from the early Middle Ages to the present. Sequence. Prereq: MUS 133 or instructor's consent. Smith. Majorly for majors.</td>
</tr>
<tr>
<td>271, 272, 273</td>
<td>Composition II (3, 3, 3)</td>
<td>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.</td>
</tr>
<tr>
<td>315</td>
<td>The Music of Bach and Handel (3)</td>
<td>Compositions by Bach and Handel: such as organ suites, canzatas, oratorios, operas, and masses; cultural context in Germany, France, Italy, and England for the development of their styles. Primarily for nonmajors.</td>
</tr>
<tr>
<td>352</td>
<td>The Classic Symphony and Sonata (3)</td>
<td>Sonatas and symphonies by Haydn, Mozart, and Beethoven; elements of style in the Viennese classic period and its legacy in the 19th century. Primarily for nonmajors.</td>
</tr>
<tr>
<td>353</td>
<td>Survey of Opera (3)</td>
<td>Introduction to several operatic masterpieces including works by Mozart, Wagner, and Verdi. Primarily for nonmajors.</td>
</tr>
<tr>
<td>356, 357</td>
<td>Introduction to 20th-Century Music (3)</td>
<td>Evolution and revolution in musical style since Debussy and Mahler; selected masterpieces by such composers as Stravinsky, Bartók, Schoenberg, Copland, and Varèse. Primarily for nonmajors.</td>
</tr>
<tr>
<td>358</td>
<td>Music in World Cultures (4)</td>
<td>Appreciation of music in its cultural contexts throughout the world. Emphasis on listening skills, aesthetics, styles, genres, transmission, and sociocultural backgrounds. Levy.</td>
</tr>
<tr>
<td>359</td>
<td>Music of the Americas (4)</td>
<td>Appreciation of African American, Asian American, Latin American, and Native American music in their cultural contexts in North and South America. Levy.</td>
</tr>
<tr>
<td>360</td>
<td>Film Drama, Photography, Music (4)</td>
<td>Graded only. Understanding the manner in which drama, photography, and music combine to form the whole through extensive viewing and analysis. Trombley.</td>
</tr>
<tr>
<td>393</td>
<td>East European Folk Ensemble (2R)</td>
<td>See MUS 350. R twice for maximum of 6 credits.</td>
</tr>
<tr>
<td>394</td>
<td>Chamber Ensemble (1R)</td>
<td>See MUS 194.</td>
</tr>
<tr>
<td>395</td>
<td>Band (2R)</td>
<td>See MUS 195.</td>
</tr>
<tr>
<td>396</td>
<td>Orchestra (2R)</td>
<td>See MUS 196.</td>
</tr>
<tr>
<td>397</td>
<td>Chorus [Topic] (2R)</td>
<td>See MUS 197.</td>
</tr>
<tr>
<td>398</td>
<td>Opera Workshop (2R)</td>
<td>Traditional and contemporary repertory for musical theatre through analysis, rehearsal, and performance of complete and excerpted works; training in stage movement, direction, and rehearsal techniques. Prereq: instructor's consent; addition, Graffeo.</td>
</tr>
<tr>
<td>403</td>
<td>Thesis (1-21R)</td>
<td>Prereq: instructor's consent.</td>
</tr>
<tr>
<td>405</td>
<td>Reading and Conference [Topic] (1-4R)</td>
<td>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 equivalent, instructor's consent.</td>
</tr>
<tr>
<td>407/507</td>
<td>Seminar [Topic] (1-4R)</td>
<td>Various topics at an advanced level, offered periodically according to student and faculty interest and availability.</td>
</tr>
</tbody>
</table>
| 408/508 | Workshop (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 equivalent, instructor's consent.

499 Supervised Tutoring (1-21R)

410/510 Experimental Course: [Topic] (1-50R)


439/539 Scoring for Voices and Instruments (3) Techniques of arranging and scoring for various types of chorals and instrumental groups. PreReq: MUS 233, 236. Offered winter term only.


444/544 Electronic Music Techniques II (3) Intermediate-level topics of electro-acoustic music including direct and indirect recording, digital signal processing, FM synthesis, and compositional techniques. Laboratory fee. PreReq: instructor's consent. Stolet. R twenty-four times for maximum of 75 credits.


451/551 Introduction to Ethnomusicology (3) History and development of the study of world music in their cultural contexts. Comparison of various approaches and issues from the late 19th century to the present. Levy.


454/554 Music of India (3) Introduction to the classical music traditions of North and South India. Discussion of dance, rural folk music, and popular film music. Levy.


460/560 Music and Gender (4) Examines the role of gender in shaping the music that is created, performed, taught, and listened to in representative cultures of the world, including the West. McLusky.

464/564, 465/565, 466/566 Piano Literature (3,3,3) Solo keyboard music from the time of J. S. Bach to the present. Emphasis on learning how to play for two hands and for two pianos; the composer; emphasis on style as it affects performance. PreReq: MUS 269 or equivalent.

467/567, 468/568, 469/569 Solo Vocal Music (2,2,2) Solo songs with accompaniment; the late Baroque and Pre-Classical eras. Songs in German and French. PreReq: MUS 269 or equivalent. Stoner.

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, tone poem, descriptive suite, pieces for string orchestra. PreReq: MUS 269 or equivalent. Maves.

474/574, 475/575 History of Opera (4,4) Critical study of the musical and dramatic content of operas forming the standard international repertoire. 474/574: Monteverdi to Mozart. 475/575: Mozart to the present. Sequence. PreReq: MUS 269 or equivalent. Smith.

476/576 Organ Music (3) The organ in church and concert; organ repertoire from the 15th century to the present. Baird.

485/585 Advanced Choral Conducting (3) Rehearsal of choral conducting techniques; study of choral scores from contemporary and earlier periods with emphasis on analysis, interpretation, and rehearsal procedures. Administrative procedures for choral organizations. Clark.

486 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. W. Bennett, Posto.


602 Supervised College Teaching (1-5R) P/N only. PreReq: instructor's consent.

603 Dissertation (1-16R) P/N only. PreReq: instructor's consent.

605 Reading and Conference: [Topic] (1-4R) Individual study of topics beyond the availability of the standard curriculum. Semester completion of all regularly scheduled courses related to the topic; instructor's consent.

607 Seminar: [Topic] (1-5R) Studies of various topics at an advanced level offered periodically according to student and faculty interest and availability.

608 Workshop: [Topic] (1-16R)

610 Experimental Course: [Topic] (1-5R)
611, 612, 613 Research Methods in Music
(3,3,3) 611: use of reference, research, and bibliographical sources in music. 612: research methods in music history and theory. 613: experimental research including problem identification, research design, variable selection, statistical tools, and the interpretation of data in relation to the teaching of music. MUS 611 is a prerequisite to 612 and 613. L. Bennett, Bergquist, Hurwitz, R. Moore.

620 Bibliography in Instrumental Conducting (3) Survey of research in conducting. Discussion of rehearsal strategies and psychology. W. Bennett.


635 Advanced Aural Skills (3R) Exercises and projects in transcription and analysis of music. Emphasis on making discerning differences between performed and notated music; analysis of music without recourse to scores. R once with instructor's consent. Offered 1995–96 and alternate years.


637 History of Theory (3) Examination and evaluation of theories of harmony and musical structure from the Baroque era to the present. Includes the works of Zarlino, Ramonciz, Tartini, Rameau, Hindemith, Hurwitz. Offered 1995–96 and alternate years.

638, 639 Timbral Analysis and Orchestral Composition III (3,3) Methods of timbral (sound-color) analysis pertaining to orchestration and composition from the Baroque Era to the present. Sequence. Prereq: instructor's consent. Ky. Limited to five students.


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. Offered alternate years: not offered 1995–96.

646 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. Bergquist. Offered 1995–96 and alternate years.


652 Music in the Baroque Era (3) From the Flemish Counterpoint through the rococo; the monody, opera, oratorio, cantata, sonata, concerto, suite, and fugue; national styles; performance practices; representative works with emphasis on J. S. Bach. Trombley. Offered alternate years; not offered 1995–96.


666 Instrumental Conducting Master Class (3) Advanced conducting techniques as applied to band and orchestral music with emphasis on baton techniques and rehearsal strategies; includes score preparation. Prereq: instructor's consent. W. Bennett. Offered summer session only.


690 East European Folk Ensemble (2R) See MUS 190. R twice for maximum of 6 credits.

691 Collegium Musicum (3R) See MUS 191.

694 Chamber Ensemble (Topics) (1R) See MUS 194.

695 Band (Topics) (1–2R) See MUS 195.

696 Orchestra (2R) See MUS 196.

697 Chorus (Topics) (2R) See MUS 197.

698 Opera Workshop (2R) See MUS 198.

JAZZ STUDIES COURSES (MUJ)

190 Jazz Laboratory Band III (1R) Large ensembles performing repertoire associated with the jazz idiom; performances on campus, in the community, and at jazz festivals. S. Owen.

191 Jazz Laboratory Band II (2R) Large ensembles performing repertoire associated with the jazz idiom; Performances on campus, in the community, and at jazz festivals. S. Owen.

192 Oregon Jazz Ensemble (1–2R) Large ensembles performing repertoire associated with the jazz idiom on campus, in the community, and at jazz festivals. Prereq: audition; S. Owen.

193 Small Jazz Ensemble (Topics) (1R) Improvisation group. Study current and past small-group jazz performances. Prereq: audition, instructor's consent; S. Owen.

197 Oregon Vocal Jazz (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 community. Prereq: audition. Van Helden.

350 History of Jazz (4) Major historical styles in jazz, 1500 to 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 or higher.

390 Jazz Laboratory Band III (1R) See MUJ 190.

391 Jazz Laboratory Band II (1R) See MUJ 191.

392 Oregon Jazz Ensemble (1–2R) See MUJ 192.

395 Small Jazz Ensemble (Topics) (1R) See MUJ 195.

397 Oregon Vocal Jazz (2R) See MUJ 197.

405 Reading and Conference (Topics) (1–4R) 407/507 Seminar: (Topics) (1–5Y)

408/508 Workshop: (Topics) (1–2R)

450/550 Survey of Jazz Composition (3) Jazz composition from 1900 to the present. The evolution of jazz composition and arranging throughout the study of major jazz stylistic periods. S. Owen. Offered alternate years: not offered 1995–96.

451/551 Survey of Jazz Improvisation (3) Jazz improvisation from 1900 to the present. Includes the evolution of specific instruments (saxophone, trumpet, trombone, piano, bass drum set, guitar) through major stylistic periods. Versace. Offered alternate years: not offered 1995–96.

450/560 Jazz Pedagogy (3) Instructional techniques used to work effectively with beginning to advanced jazz ensembles. Rehearsal techniques, rhythm section, teaching improvisation, jazz performance, literature, and educational materials. Berg, MUJ 474/574, 475/575, S. Owen.

470/570 Jazz Theory (2) Introduction to jazz harmony; chord symbols, chord voicing practices, analysis, reharmonization practices, scale choices for improvisation, creation of bass lines. Prereq: MUS 133, 136. S. Owen.

471/571 Functional Piano Jazz (1) Performance of one- and two-handed comping styles including common voice leading practices, scales, and harmonic formulas. Stresses sight reading. Prereq: MUJ 470/570.


474/574, 475/575, 476/576 Jazz Repertoire I,II,III (2,2,2) Study of traditional jazz literature through performance. Emphasis on improvisation and developing the ability to categorize songs by era through the recognition of common chord progressions and melodies. Prereq: MUJ 473/573 or equivalent skills. S. Owen.


503 Thesis (1–16R) PIN only. Prereq: instructor's consent.

605 Reading and Conference (Topics) (1–16R)

661 Jazz Program Planning and Development (3) Designing and nurturing a successful jazz program. Jazz curriculum, grant writing, budgets, resources. American Institute of Jazz Education, Music Educators National Conference. Prereq: student support, setting and reaching program goals. S. Owen.

690 Jazz Laboratory Band III (1R) See MUJ 190.

691 Jazz Laboratory Band II (1R) See MUJ 191.
401 Research: [Topic] (1-21R) Prereq: Instructor’s consent.

403 Thesis: (1-21R) Prereq: Instructor’s consent.

405 Reading and Conference: [Topic] (1-4R) Individual study of topics at a level above that available in the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic or equivalent, instructor’s consent.

406 Field Studies: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-6R) Various topics at an advanced level, offered periodically according to student need and faculty interest and availability. Recent topics are Music Applications for the Macintosh, Oregon Common Curricular Goals, Pop Music in Society, Readings in Music Education.

408/508 Workshop: [Topic] (1-21R) Various topics at a level above that available in the standard curriculum. Prereq: instructor’s consent.

409 Practicum: [Topic] (1-4R) Practical experience in guiding learning activities. Prereq: Instructor’s consent.

410/510 Experimental Courses: [Topic] (1-5R)

411/511 Band Methods (3) Concerns of band teachers in secondary and elementary schools. Observations, procedures, and instructional materials; planning and teaching lessons for analysis and criticism. Instrumental technique classes recommended. Doerkson.


413/513 Teaching Methods: Secondary Choral and General (3) Instructional procedures and materials for secondary choral and general music classes. Doerkson.

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 curricular development, methods, and evaluation. Laboratory fee. Van: Rysselberge.

420/520 Orff-Kodaly (3) Investigation of approaches in teaching general music that were developed by composers Orff and Kodaly. Readings and laboratory experimentation on performance skills. R. Moore.

421/521 Orff-Schulwerk: Level I (3R) Ostinati, simple language, recorders, creative movements. Prereq: MUE 420/520. R when instructor changes. Offered summer session only.


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 Instrument Techniques (1) Basic performance with the xylophone and other classroom instruments integrated with recorder. Guide to techniques of pitched and unpitched percussion instruments. Laboratory fee. Van: Rysselberge.


429/529 Music in Special Education (3) Music for disabled or gifted learners. Educational and therapeutic uses of music for mentally, physically, and emotionally disabled as well as gifted learners. R. Moore.

430/530 Music: Classroom Ecology and Management (3) Exploration of the sociolinguistic factors of race, gender, and cultural diversity of teacher-student interaction; techniques for maintaining an ecological environment conducive to music learning in the classroom. Van: Rysselberge.

442/542 Teaching Singing in the Classroom (3) Methods for teaching singing in the classroom with emphasis on addressing the special needs of the adolescent voice and the changing voice.

444/544 Choral Materials for Schools (3) 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. Clark.

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 maturity perception; implications for the teaching of music. R. Moore.


456/556 String Methods (3) Teaching methods for the beginning string class in elementary and middle schools. Development of technique sequences for string groups in secondary schools.

471/571 Piano Pedagogy I: Teaching Beginners (2) In-depth study of beginning methods and materials for children and adults. Individual teaching experience. Wachtler.


485, 487, 488 Teaching Laboratory II (1, 1, 1) Graded only. See MUE 386, 387, 388. Doerkson, Heuser.

491/591 Advanced Pedagogy: [Topic] (3R) Sections in piano, voice, and other topics. R in different sections for maximum of 9 credits.


503 Thesis (1-16R) P/N only. Prereq: instructor’s consent.

601 Research: [Topic] (1-16R) P/N only. Prereq: instructor’s consent.

602 Supervised College Music Teaching (1-5R) P/N only. Prereq: Instructor’s consent.

603 Dissertation (1-16R) P/N only. Prereq: Instructor’s consent.

605 Reading and Conference: [Topic] (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 equivalent, instructor’s consent.

606 Field Studies: [Topic] (1-16R)


608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-4R) Professionally 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.

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

614 Resources in Music Education (3) Development of bibliographic and writing skills necessary for scholarly research—problem specification, treating and reviewing research literature.
631 Music in the Elementary" and Middle
School (2) :tvLlsical c)aractcri8t;c7 a:r.G e<:pabilitit's of elementary and rniddie school leal"C1crs.
Md;lOds for 11Itt'gralicg IWJSlc of div::.':se cultures
with ;:lher sl;bject a:cas m the el.er,1entary and
m:ddie school. Offered SUfnftlcr f:cssi::m oltly.
632 Music ie. School and Sodetv (3) Musical expcrieaces and f2SPO:r..ses ill corJetnpo:ary society;
standards fo~ musical quality, Elementary and sec,
ondary 5..::1-:001 In.,-lsic progralT.$, pas~ and p:::-esent
and tneir re13t:onships to tn,: ,;:olt'_!Il.unities they
SClve_ R i\.fome, Van Rysseibergr.e,
636 Administration of School Music (3) Prin~
dples cnderlY::1g sOllnd policy in the ~d:njnis­
tration of schooi nusic prog:-ams; hJdgets! persOEnel, curr~cu;'.1m, LciJit':e.,>_ 90erksen.
637 Technology of Teaching !\1usk (3) Use of
electr0::]Jc cquipncerlt and cOffiiJute:::s in teaching
music. Hardware t!:1d so£twue appropriate for
c!assroom nse and fOf individualized insrn:ctior..
638 Curricular Strategies in Mllsic Education
(3) Procedures for developl~g mus:c courses for
today's schools; determication of goals, content,
instructional mate:i.als, and eraJoative criteria;
explo:ation of signifi;:an~ c'..m:cul·J.m development projects in rru:.sic edu::::atlorL Doerksen.
639 Pedagogy and Pradkum: [Topic} (3R)
Teaching strategies ,:md practical application,
Tapies inch:de composition, conducting,
e-tr.nomuslcology, j~zz s'udles, mL:sJc education,
music history, music theory, VO;Cf', keyboard,
stTings woodwinds, brass, and percussion.
Prereq; instructor's cor,se::1L R h-vice when topic
changes:01 maximum of9 credits.
641/ 642 Concept Development in College
'\1usic TeaChing (3,3) Develapl:lg kr_owledge,
skil:s, aed attitudes useful for teac!"\i:r:g music;
current prircciples of edUCAtional psychology at
tr.e college .level, lnsrructiO:la; techniqnes, tests
and memrJrer:l.eats. Prereg: instruc:or's consent.
!\.fartin, DOdo:-al students only.
777 Supervised Field Experience (lR) P/r-..:
only. :::)iscussion of problems encountered in
5tuden~ teaching. Preparation of reqUired work
samples. Preparation for productive job search.
Prereq, instructor's consent. R twict' for maximum of3 credits.
t

PERFORMANCE STUDIES
COURSES (MUP)
There is an extra fcc for nOltifW 1()rS t'rtrollcd in
ML!P 170-:794. Un.less it is a degree requirement,
m.tlJors takmg more than one performance stmiies
course pay an extra fe..e.
MUP 140~694 ;:weq for majors: enroll in major
ensemblP
.
Percussion studies (MUP 161, 191, 291 361,
391,491; 631, 661, 691, 761,. 79.1) coreq: MUS
411i51t enroll in major ensemble
f

100-108 Bask Perfonnance Studies: [Topic]
(2R} PIN only Ga.'>sroom :mstruocntal instructiort 100: Piano, 101: Voice, 102: Strings, 111'3:
Woodwinds, 104: Erass, 105: Percussion, 108:
Jazz Guitar. Extra fee. P:el'eq: i.:15tn:ctor's ::OHsent, audirion for :Vfl:P le2-105, 108. R twice f<)r
maxirnurn of 6 credits.
109 Basic Performance Studies: Jazz Guitar
(Studio Instruction) (2R) PiN only. Extra fee.
Prereq: instrt;ctor's conse:lt. R twic~ for maxi~
mUB"":. of 6 credits.

no Basic Performance Studies: Classical Guiiar (Studio Instruction) (2R) PIN only. Extr~
~ee_ Prereq: a~ldition. R twice f:...r maxir;'um of 6
credJt5.
120 Beginnkg Guitar I (3R) Begir.nb1g-leve:
group inst:uctior, in the fundan"len-::als of guitar
)Jlajlng, s{mg actOlllpanic:1ent.. er.semole pIayi::1g,
rea:::ing music, basic r:ruslc theo:y, a::"\.d pra:::tice
skills. Extra fee. Case, R tyvice for maximnm of 9
credi"':$. Primarily for nonmajors.
121 Beginning Guitar n (3R) ContinL.ed study
of topics in :vnJP :20 with emphasis on chord'
voic:ngs, flnger~style p~aY:::1g. and arrangi:;.g. Requires music reading and barre cnord skills. Extra
fce_ PrBreq: MUP 120 or instructor's COCjsenL
Case. R ~wice for l:1axlm:liTI o£ 9 credits. Primarily
for r"onrr.ajors.
140-161 Intermediate ~tlerformance Studies:
[Topic] (2R) Cla3sroom instruction in perfor ..
:nacce for students with minimal previous tmining. 140: Voice.. 141: Piano. 142: Harpsichord,
143: Organ, 145: V::olin, 146: Viola., 147: Cello,
148: Bass, 149: Harp, 150: Guitar, 151: F!ute 152:
Oboe, 153; C!arir.l?t, 154: Saxophor.e, 155: Bas~
soon, 156: Trumpet, 157: French Ho:n, 158:
cons~t. R twice for ;naxlraum of 6 credits.
163 Functional Piano (2) Ir,dividual lnst[nctiO-:1
1:1 functional keyboard sk1!s. W2.chter. Prereq:
p!acement interview.
170-191 Performance Studies (Studio
Instruction); [Topic] (2-4R} Technique and style
of artis:ic pe:form3T'Ce. 170: Voice for Nonvoice
S?edalists, 171: Piano, 172: Harpsichord. 173:
Organf 174: Voke, 175; Violh 176: Viola, 177:
Celio, 178: Bass, 179: Harp, 180: Guitar, 181: Flute,.
182: Oboe, 183: Ciarin?t, 184.: Saxophor,e, 185:
Bassoon" 186: TC'J.mpet, 187: French Horn, 188:
TrOlnbone, 189; Euphonium, 190; Tuba,. 191: ::1(';-_
199 Special Studies; [TopicJ (l-SR) Recenttooics
include Tabla, KeybofJ1"d Sight-reading. Extra fue.
271-291 Periormance Sturues (Studio
Instruction): [Topic] (2-4R) 271: P:ar.o, 272:
1-1&!ps~rhord, 273: Organ 274: Voice, 275: Violin,
276: Vio!a, 277: CeHo, 278: Bass, 279: Harp.. 280;
Guitar, 281: Fiute, 282: Oboe, 283: Oarinel, 284:
Saxophone, 285: Bassoon, 286: Tn:rrpet, 287:
Frenc.1 Hom, 288: Trombone! 289: Eupho:11uo.
290: Tuba, 291: Percussion. Prereq: instructor's
consent, <l.L.dition to demo:<srrate profici€'r,cy
equivalenf to completion of 1.00 1eve:,
341-361 Performance Studies (Studio
Instruction), [Topic] (2-4R) 341, P;aCcO" 342,
HarpsIchord, 343: Organr 344: Voice, 345: Vioiin,
346: Viola, 347: Cello, 348: Ba'>s, 349: Harp, 350:
Guitar! 351: Flute, 352: Oboe, 353: CIarir"et, 354:
Saxophone, 355: Bassoon, 356: 'Tn:mpet, 357:
French Ho:-:;, 358: Trombone, 359: Eupho:1iuo,
360: Tuba! 361: Pem. lssion. Prereq: jury aud:tlon,
instructor's conseTl(, proficiency equivale!\t to
co:npletlOn of 2:)0 level.
365 Performance Studies for Musk Minors
(2R) Graded only. Studies in a vartetvo1
performance areas. Extra fee.
.
I

371-391 Performance Studies (Studio
Instruction): [Topic] (2-·4R) 371: Piano, 372:
Ha:?sichorc, 373: OrgOlr" 374: Voin?, 375: Violb,
376: Vio!a, 377: Ceilo, 378: Bass, 379: Harpl 380:
Gt:itar, 381: Flute, 382: Oboe, 383: Clarinet, 384:
SaxoRhone. 385: Bas50on, 386; Trumpet, 387:
Frenm Horn, 388: Tro:nbone, 389: t'upho:uum,

390: 1\loa, 391: Pcrcussior" Prereq: jury aucl:ion,
instn:ctor's consent, pmIiciencyequlvalent to
comp!etio:1 of MUP 271-291.
47]491 Performance Studies (Studio
Instruction): [Topic} (2-4R) 471: Piar"o, 472:
HarpSichord, 473: O:gr,:1, 474; Voice, 475: Violin,
476: Viola, 477: Cello, 478: Bass, 479: Harp, 480:
Guitar! 481: K.ltc, 482: Oboe, 483: Clarinet, 484:
Saxo?hone, 485: Bassoon, 486: Trumpet, 487:
French Horn, 438: Trombo:1el 489: E-Jphoniu:T\r
490: T.lba; 491: Perc.1ssion. Prereq: instructor's
conser.t, acci::ion to demonstrate proficiel"":.CY
eqt:.ivc::x'nt to com?ktlon of :VfL'P 371-391,
611-631 Performance Studies (Studio
Instruction); [Topic] (2R) 611: Piano, 612:
Harpsichorn, 613: Organ, 614: Voice, 6]5: VioEn,
616: Vil1Ia, 617: Cello, 618: Bass, 619: Harpr 621:
Flute, 622: Ohoe, 623: Oarint.>t, 624: Snxopn.one,
625: Bassc:on, 626: Trumpet, 627: French Hornl
628: TrombOne, 629: E~Jphoni"J.m, 6.30: 11.:.va, 631:
Percussior.. ?rereq: instrllctO:-'s consenL jL.;Y au~
dillon::1 prima;'}' )Jerformance medium to dem~
onstrate proficiency requ:::-ed for adr:tis5ion to
?",1UP 341~361 or 371-391. R for rnu.>.imum of 6
credits.
641-661 Perfonnanc€: Studies (Studio
Instruction): [TopicJ (2-4R) 641; Pia.:;.o, 642:
Harpsichord,. 643; Organ, 644: Voice, 645: V:.olin,
646: Viola, 647: Ceno, 64$; &ss, 649; Harp; 651:
Flute, 652: Oboe, 653: C!arinet, 654: Saxophone,
655: Bassoon, 656: Tnmpet, 657: French Hom,
658: Trombone, 659; Euphonium, 660: T:lba.. 661;
Percussion_ Prerec;:: inslrLciors consent, jury audition to demonstrate p:·oficiency at completion
ofMHP 271-29]. R for maximuIDo£ 12 credits.
670 Performance Studies (Studio Inshuction):
Piano Accompanying (2-4R) Concentration on
vDca~ and instrumental repertoire, Pre:E'q:
instructor's consent, audition to demonstrate
proficiency equiv.alent to ~p 671.
671-691 Performance Studies (Studio
Instruction): [Topic] (2-4R) 671: Piano, 672:
Ha:pskho:d, 673; Organ, 674: "Joice, 675: Viohn..
676: Viola, 677: CeHo, 678: Bass, 679: Harp, 681:
Fh1te, 682: Oboel 683: Clartnet, 684: Saxophone,
685; Bassoon, 686: Trumpet, 687: French Hom,
688: TroC"lbone, 689: Eupi1<lniull1, 690: Tuba, 691:
Percussion, P:ereq: inst!sctor's cOH5ent, jury au~
dition to dernonst::ate proficiency at co:n.p:etion
ofMGP471-491.
741-761 Performance Studies (Studio
Instruction), [Topic] (2-4RJ 741, I'Mno" 742,
::-Iarpsichord,. 743: Organ, 744: Voice, 745: VIolin,

746, Viola, 747; Cello, 748, Bass" 749, Harp, 751:
Flute/ 752: Oboe, 753: Clarinet, 754: Saxophone,
755: Bassoon, 756: Trumpet, 757: French Horn, 758:
Trombone, 759: Euphonium, 760: Tuba, 761: Percussion. Prereq: lr.str.1cto: 5 c::msent,. jtL.J dFdition
to demonstraLe proficiency at cOIT.pierior. of;\,fUP
671~l.st;ffident talent and experiL-11ce to Justify
W1certak;ng performance as a supportIng area.
771-791 Performance Studies (Studio
Instruction): rropicl (24R) 771! Piano, 772:
Hnrp5ir:hord, 773: Orgi:1l., 774: Voice, 775: Violin,
!,6: Violal 777: Cello, 778: Bass, 779: Harp, 781:
Flute, 782: Oboe, 783: Clarinet, 784: Saxophone,
785: Bassoon, 786: Tnmpet, 787: French Hom,.
788: Trombone,. 789: Euphonium, 790: Tubar 791:
P,zfcussion. Prereq: inswctor's ('o:lsent ;ury audi-o
ton to de:cnonstrate profieie:Je"J at cOC"lpletion of
MUP' 671-694, sLlfficient taleni: and experif"nce to
justify undertaidng perfonna:tce as a prirnmy ,ren.


COMPUTING

250 Computing Center
Telephone (503) 346-9403
Joanne R. Hugi, Director
University Computing

University Computing provides the university with central computing facilities and services to support instruction, administration, and research.

Hardware. Central computing hardware includes the VMCluster, an array of large-scale DEC timesharing computers for interactive research and administrative applications; DARKWING, a Sun/UNIX timesharing system targeted for compute-intensive academic applications; and GLADSTONE, a Sun/UNIX timesharing computer that gives university students access to network resources. University Computing administers several instructional and open-access microcomputer laboratories on campus and supports UOnet, a fiber-optic campus network that provides interbuilding communications and access to the Internet and other outside networks. The Computing Center oversees more than 160 high-speed modems, which provide remote dial-in access to campus computers and UOnet, and two high-speed document scanners.

Software. Staff members support a wide selection of programming languages, applications packages, utilities, and other software, including:
- electronic mail and other communications software for use on UOnet and the Internet
- graphical and text-oriented software for browsing the World Wide Web
- USenet News readers
- FORTRAN, Pascal, COBOL, C, and MACRO programming languages
- SAS, SPSSx, BMDP, MINITAB, RATS, S, and SHAZAM 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 graphics

Services. University Computing also offers a full complement of support services including:
- consulting assistance on a wide range of computing-related topics
- the Microcomputer Support Center, which features a showroom for products offered through the university's discount Microcomputer Purchase Plan and a microcomputer consulting and services office. Staff members provide demonstrations of equipment, advice about purchase decisions, and personal consultation about microcomputer problems. Assistance with public domain software, disk and file recovery, file transfers, and network access is also available
- elementary and advanced workshops, offered every 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
- support for remote dial-in access to computing and network resources
- data entry and scanning
- a document 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) 346-9231
In Oregon (800) 524-2404
Curtis D. Lind and Ronald E. Trebon, Directors
COMMUNITY EDUCATION

An important dimension of the University of Oregon's continuing education responsibility is the Community Education Program, which provides individuals who are not formally admitted to the UO with the opportunity to take university courses.

Community education students may register for a maximum of 8 credits 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 the Community Education Program, 1277 University of Oregon, Eugene OR 97403-1277; telephone (503) 346-5644.

CONTINUING EDUCATION

Curtis D. Lind, Director

Continuing Education is the program through which the Continuation 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, children's art, arts management, substance abuse, recreation and tourism management, teacher education, and educational administration. Subdivisions of Continuing Education are Off-Campus Programs, Conferences and Special Programs, and the Microcomputer Program.
Off-Campus Programs

The Continuation Center offers computer classes, nondegree certificates of completion, and graduate degree programs in the Portland area. The 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 in applied information management includes coursework in business management and information management and information design.

Applied Information Management Program
Linda F. Fittinger, Director
Academic Advisory Board
Linda F. Fittinger, arts and administration
Carl J. Hoistock, planning, public policy, and management
Diane Hostickl, planning, public policy, and management
Philip F. Piela, arts and administration
Curis D. Lind, Continuation Center
Lynn R. Kahle, marketing

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 was initially designed to serve midcareer professionals working in high-technology organizations, and now it serves 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 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 curriculum content. Students are expected to participate in the flow of classroom interaction. In these ways the program promotes sharing of professional knowledge and experience.

Curriculum. To obtain a master of science degree in interdisciplinary studies: individualized program: applied information management, students must complete a 54-credit program consisting of four components: information management (18 credits), business management (15 credits), information design (15 credits), and research (9 credits).

A list of required courses is available from the AIM program associate director.

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, undergraduate grade point average (GPA), and test scores from the Graduate Record Examination (GRE), the Graduate Management Admission Test (GMAT), or the Miller Analogies Test (MAT).

For more information and to request application materials write or call the AIM Program Associate Director, Portland Center, 722 SW 2nd Avenue, Portland OR 97204; telephone (503) 725-3090.

Teacher and Administrator Education Program
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 licensure requirements. Students are not required to complete formal admission procedures or to travel to the UO campus in Eugene to attend classes. Courses that enhance teaching skills, supervision skills, and public school administration are offered in many communities. Teachers and administrators may take courses in arts and administration, education, educational policy and management, counseling psychology, school psychology, and special education. All courses and instructions are approved by the appropriate UO academic unit.

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 participated in the Teacher and Administrator Education Program. University of Oregon credit may also be arranged for community-based educational events. For additional information, for details about courses, or to be placed on a mailing list, write or call the Program Coordinator, Teacher and Administrator Education, Continuation Center, 1277 University of Oregon, Eugene OR 97403-1277; telephone (503) 346-2404, in Oregon 1 (800) 524-2466.

Conferences and Special Programs

This division offers substantive conferences and noncredit workshops and supports academic departments and individual faculty members in developing activities for both UO students and community members. It sponsors annual events including the Telecommunications and Designed-to-Print Conference, National Educational Computing Conference, International Conference of Economics of Tourism, Northwest Council for Computer Education Conference, and International Symposium on Telecommunications in Education. The division sponsors senior citizens through Elderhostel and young students in the Summer Computer Camp and other precollege programs. In addition, the division sponsors academic societies and association regional meetings, nonacademic community-interest programs, and credit opportunities for the nontraditional student.

Network and Internet Training
Lectures, demonstrations, and hands-on classes introduce students to Internet services and the expanding world of electronic information. Courses address such topics as peer-to-peer networks, client-server networks, cross-platform networks, and basic network administration.

Corporate Training Program
Individualized programs provide educational support and staff development that address the special needs of local, regional, and national organizations in business, industry, public utilities, and education. Courses are specifically designed for applications in the participating organization.

Desktop Publishing Program
Information from a rapidly changing publishing environment is combined with a foundation of critical thinking skills provided by academic inquiry to create an effective training program in desktop publishing. Areas of study include communication skills, design, project management, software applications, publication production, knowledge of current issues in the technology, and complex problem solving. Courses provide a solid foundation in basic desktop publishing skills. After completing the program, students can approach publication challenges with confidence and can broaden their areas of interest while keeping abreast of the industry. More information and application materials are available.

Address written inquiries to Continuation Center, 1277 University of Oregon, Eugene OR 97403-1277; telephone (503) 346-3575, in Oregon 1 (800) 824-2714.

See also Microcomputer Program.

Learning in Retirement (LIR)

This self-supporting member-run program was established to meet the educational interests of the community's retired and semi-retired men and women.

An annual membership fee of $190 entitles members to attend any courses offered in this program. A college degree is not required. Planned and directed by its members, LIR is administered by Continuing Education.

For more information write or call Learning in Retirement, Continuing Education, 1277 University of Oregon, Eugene OR 97403-1277; telephone (503) 346-6697.

Microcomputer Program

The Microcomputer Program, a division of Continuing Education, offers courses in Eugene, Portland, and other cities in Oregon. The intensive, interdisciplinary program offers practical experience on Macintosh and IBM-compatible computers. Course content is designed for DOS and Windows, Graphic Arts, CAD, Databases, Spreadsheets, Word Processing, Projects, and Presentations. The program has Authorized Training Center status from the following software companies: Aldus, Adobe, Apple, Borland, and Microsoft.

The Microcomputer Program offers noncredit education activities. These include the University of Oregon Computer Camp for children to ten and workshops in basic computer skills for senior citizens, and courses for university faculty members, staff members, and the community.

Summer Session

Ronald E. Trebon, Director

Enrollment during summer session does not require formal admission to the university. Summer courses offer university credit and begin throughout the summer. The free summer session bulletin is available in early April and lists all summer courses, fees, and registration information.
The dates for the eight-week 1996 summer session are June 24-August 16. Telephone registration begins May 6. Selected eleven-week courses begin June 24 and September 6. 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, 1279 University of Oregon, Eugene, OR 97403-1279 Telephone (503) 346-3427, in Oregon (800) 824-2404.

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 1996 summer session, a student must have submitted a completed financial aid application for the 1995–96 academic year and any other necessary documents to the Office of Student Financial Aid on or before March 1, 1996.

Housing. Single- and multiple-occupancy rooms in university residence halls are available 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.

INTERNATIONAL EDUCATION AND EXCHANGE

330 Oregon Hall
Telephone (503) 346-3206
Thomas Mills, Director

The university currently enrolls about 1,620 international students from eighty-seven 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 offers academic and personal counseling and helps students adjust to life in this country. It also coordinates the Friendship Family Program, which 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. Overseas study courses that are offered for UO credit are listed in the Special Studies section of this bulletin. More complete information about each of the following programs is published in the pamphlet: "Tale Flight: Experience the World," available in the Office of International Education and Exchange.

CIEE is the Council on International Education Exchange.

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, which begins in February and ends in November.

China, Beijing. This full-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, Xi'an. Faculty members may study or conduct research in one of China's national universities located in southeast China.

The Czech Republic, 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 and design, international business, marine biology and ecology, and humanities and social sciences. Field trips are integrated into academic coursework. Architecture and design are also offered in summer semester programs. Courses are taught in English by Danish professors.

Ecuador, Quito. During fall term, specially designed Spanish-language and Latin American studies courses are offered in Spanish at the Catholic University of Ecuador. Students who attend the spring semester enroll in regular university courses. A year-long program is available.

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 academic work to provide a balanced educational experience. Students live with British families. The program is offered fall, winter, and spring terms.

England, London. Every other spring, graduate and undergraduate students may study the performing arts in London. Accompanied by a UO professor emeritus, participants attend more than forty performances. Course credits apply to UO graduation requirements.

Finland, Tampere. UO students with sufficient Finnish enroll in regular university courses at the University of Tampere. Instruction is available in beginning to advanced Finnish. Independent programs in English can be arranged in some disciplines.

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. This program is inactive.

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 I, II, III, and the Faculté Catholique. Students who have two years of French enrollment 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 preparatory training may enroll in regular University of Poitiers courses.

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. The spring-term program in Cologne offers a liberal arts and intensive German-language curriculum similar to the programs at Avignon and Siena. Although courses are taught in English, one term of college-level German is required. The fall-term program focuses on international business, and no previous study of 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, which 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 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 foreign-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 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 Daida Institute of Technology and the University of Oregon have had an active faculty exchange program since 1979. Daito students study language and culture at the UO each summer.

Japan, Tokyo. Semester-long programs in Japanese business and society are offered through CIEE for summer session and for fall or spring terms. No knowledge of Japanese is required.

Japan, Tokyo—Asayama Gakuin. Asayama Gakuin University’s School of International Politics, Economics, and Business is the center of this program, which 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 one year 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—Meiji University. One or two students with advanced skills in Japanese are offered 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—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 students year-long programs in Korean and Asian studies. No knowledge of Korean is recommended.

Mexico, Cholula. Students with at least two years of college-level Spanish can spend fall or spring semester or a full year at the Universidad de las Americas. Students who need to improve their language skills take language and culture courses. Advanced students enroll in regular university courses.

Mexico, Querétaro. Two programs are available. Spring focus is on intensive Spanish-language acquisition for UO students who have completed SPAN 102. Summer covers third- and fourth-year Spanish course work. Classes are held at the Universidad Autónoma de Querétaro. Home stays, excursions, and student services are provided by the InterAmerican University Studies Institute.

The Netherlands, Breukelen. The program at Nijenrode, the Netherlands School of Business, offers graduate-level coursework in international business. Students may participate for one or more terms.

Norway, Bergen. Students with one or two years of Norwegian are eligible for a semester- or year-long exchange program at the University of Bergen. Students may continue their Norwegian language and culture studies or enroll in standard academic programs.

Poland, Warsaw. Semester- and year-long language and area studies programs are offered in cooperation with CIEE. Students live in university dormitories.

Russia. Participants study in the Department of Russian as a Foreign Language at one of several institutions in Moscow or St. Petersburg. This program is sponsored by the American Council of Teachers of Russian (ACTR). Acceptance into the program requires two or more years of college-level Russian.

Russia, St. Petersburg, Tver, Novosibirsk. Students in this program sponsored by CIEE take courses in Russian language, literature, history, and culture. Because classes are conducted in Russian, students must have a minimum of two years of college-level Russian for the summer program and three years for the semester program.

Scotland, Aberdeen. The University of Aberdeen is the site of this year-long exchange program. Students have opportunities to take course work in a wide range of disciplines with the guidance of a faculty advisor. Housing is in university dormitories.

Scotland, Glasgow. A year-long program at the Macintosh School of Architecture at the University of Glasgow is available for architecture majors.

Spain, Seville. This semester program offers courses in Spanish language, literature, history, and culture. Applicants must have completed at least two years of college-level Spanish.

Spain, Seville. A fall- or spring-semester program for business majors is available through CIEE. Three years of college-level Spanish are required.

Sweden, Linköping. This program is inactive.

Sweden,Upsala. Students with one or two years of Swedish may study for fall semester or an academic year at Upsala University, one of Europe’s oldest and finest universities. Students may continue their studies in Swedish language and culture or enroll in other academic programs.

Thailand, Khon Kaen. Offered through CIEE, this program provides a fundamental grasp of the Thai language and a broad understanding of contemporary Thai culture, society, and politics. It is offered fall and spring semester.

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.

New Programs

New programs are proposed in Ecuador, Ghana, Mexico, the United Kingdom, and newly independent states of the former Soviet Union. A technical assistance program in Micronesia has been proposed. Information about recent developments is available from the Office of International Education and Exchange.

Grants and Scholarships for Study Abroad

Because students are registered at the UO while participating in overseas study programs, they are eligible to receive UO-sponsored financial aid.

Grants are available to qualified graduating seniors and graduate students for research, university study, and overseas teaching. Fulbright grant applications must be submitted to the Fulbright program adviser by mid-October. The Office of International Education and Exchange has reference books on other overseas scholarship opportunities. For more information, request the pamphlet Scholarships and Loans for Overseas Study and Research.

LIBRARY

Office of the Librarian, Knight Library
Telephone (503) 346-3056

George W. Shpiman, University Librarian

FACULTY


Ko Saiyo Sato, assistant professor; architecture and allied arts librarian. B.A., 1973, Kalamazoo;
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. Cataloged library materials reflect the collections since 1765 may be accessed from Janus, including the complete holdings of the Architecture and Allied Arts Library, the law library, and the Mathematics Library. Electronic indexes to journals and a gateway to other libraries' catalogs are also available on Janus. Users can access Janus from terminals throughout the library system, over UONet and Internet, and by dialing in. The reference service is provided in all the UO libraries. The library system provides computerized access to bibliographic, numeric, and full-text databases through both end-user searching and appointment searching. End-user searching allows library patrons to conduct their own computerized searches. Appointment searches are performed by a reference librarian at the patron's request.

The library system continues to expand its end-user searching program while maintaining access to the more than 400 on-line databases available through an appointment search. The library system offers five end-user searching services including a variety of CD-ROM databases; the Expanded Academic Index on Janus; FirstSearch, NEXIS/LEXIS/MEDIS; and CAS Online. No fees are charged for end-user services.

Library services and facilities are open to all of Oregon laws governing the use of public records. The archives contain several thousand photographs and negatives concerning the university community, audio tapes, film, and video of campus events and memorable 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

Although the University of Oregon opened its doors in 1876, an official library was not established until 1878. That year A. H. Vailhard donated a book collection valued at $1,000. As collections 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 room was added in 1930. Knight Library was designed by Ellis F. Lawrence and constructed in 1937. The facade has been described as "exotic...a combination of modernist Lombardy and Greco-Roman with art deco details." The building contains exceptionally fine exterior and interior decorative work, including the Sileren stone Lectures by Edna Dunbar and Louise Utter Fitchard, ornamental memorial gates by O. B. Dawson, carved wood panels by Arthur Clough, and two large murals painted by Albert and Arthur Runcquist. The 1937 building and the quadrangle it fits are listed on the National Register of Historic Places.

Additions to the Knight Library were constructed in 1950 and 1956. A third expansion and renovation project, including a $12,000,000-square-foot addition, was completed in 1992, substantial renovation of the existing building was completed in 1994.

Friends of the University Libraries

The Friends of the University Libraries is a volunteer membership organization founded in 1940 to promote the welfare of the University of Oregon Library System. In addition to making financial contributions to the library, the Friends of the University Libraries regularly sponsor lectures and social and cultural events that are open to the public. More information is available at 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 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.

Borrowers are subject to fines for overdue materials. Borrowers who lose library materials or return damaged materials pay a replacement or repair charge, a per-item service charge, and any accrued fines.

The libraries of the Oregon System State 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. UO faculty members may apply for a reciprocal borrower's card, which allows them to borrow materials at more than seventy-five research libraries.

Library services and facilities are accessible to patrons with disabilities. Staff members at service desks in each library can provide details about relevant services. Patrons may also contact Kathleen M. Lenn, liaison for patrons with disabilities, at (503) 346-3072.

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. Shipman, University Librarian, 1299 University of Oregon Library System, Eugene OR 97403-1299. Library courses are listed in the Special Studies section of this bulletin.

MUSEUMS

CONDON MUSEUM OF GEOLOGY

2325 Cascade Hall
Troutdale, Oregon 97060
William N. Orr, Director

The Condon Museum of Geology houses the geological collections 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 1875. When he died in 1907 his extensive personal geological collection of vertebrate fossils, which he used for teaching, became the permanent possession of the university. Since 1957 the collection has been added to by various people, particularly A. J. Siotetwell during the 1950s and 1960s.

The museum houses approximately 45,000 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, 1272 University of Oregon, Eugene OR 97403-1272.

MUSEUM OF ART

1430 Johnson Lane
Telephone (503) 346-3027
Del J. Hawkins, Interim 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 Asian art, which principally represents the cultures of China and Japan but also includes works from Korea, Cambodia, and Mongolia as well as American and British works of Asian Influence. The museum also has collections of Russian icon paintings, Chinesian and Indian sculpture; Persian miniatures and ceramics, ancient Roman glass, Syrian 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, constructed in 1930 with private funds, houses 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 $1,000 and higher (benefactor). The Friends of the Museum organize fundraising events regularly for the museum, and members serve as volunteers in museum activities.

Admission to the museum is free. A museum store 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, established in 1936, offers exhibits in the natural and cultural sciences. Exhibits focus on animals, plants, geology, fossils, and human cultures past and present. Lectures, workshops, and special events round out the museum's educational mission. While emphasis is on the Pacific Northwest, displays and programs also cover other areas of the world.

The Museum of Natural History also serves as a display facility for the Oregon State Museum of Anthropology. Researchers and instructors of UO classes may make special arrangements through the director to see items from the museum collections that are not on display.

The museum has an active volunteer program, and anyone who is interested in natural history is welcome to join it. Volunteers serve at the front desk, lead group tours, and staff the museum store. Some volunteers help with special projects, from publicity to display case painting. Occasionally, students can earn practicum credit for work on museum projects.

Trainee docents offer guided tours to groups of up to twenty-five people. Tours are by reservation only and require a minimum of two weeks' advance notice.

The museum store features natural-history publications and gifts.

Museum and museum store hours are noon to 5:00 p.m., Wednesday through Sunday, except university holidays. Admission is free, but donations are encouraged.

OREGON STATE MUSEUM OF ANTHROPOLOGY
1680 East 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. Creelman 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 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 self-contained division of the Museum of Natural History.

PORTLAND CENTER
722 SW 2nd Avenue
Portland OR 97204
Telephone (503) 725-3035

The University of Oregon's Portland Center, opened in 1987, is the headquarters for all UO activities in the Portland area. The center includes branch offices for the Duck Athletic Fund, UO Bookstore, Continuation Centers, UO Foundation, 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 Portland Development Center and its director are housed in the Portland Center. The foundation hosts receptions and committee meetings at the center.
- The Continuation Center coordinates the academic programs offered at the Portland Center. Faculty members from various academic departments at the University of Oregon campus in Eugene 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 5-month courses. The Continuation Center has three program directors and 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 several 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 (LERC) provides services to Oregon workers and their labor organizations; the Portland Center is the base for LERC's offerings in northern Oregon. Included in the offerings are both non-credit and credit short courses, workshops, conferences, and institutes.

RESEARCH INSTITUTES AND CENTERS
202 Johnson Hall
Telephone (503) 346-3081
Steadman Upham, Vice Provost for Research and Graduate Education

Seventeen interdisciplinary institutes and centers provide opportunities for graduate training and research in addition to those offered by schools and departments. Members of centers and institutes 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 and center directors concerning the programs and available financial aid.

ADVANCED SCIENCE AND TECHNOLOGY INSTITUTE
Riverfront Research Park
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 the 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, facilitates technology transfer (licensing and patent agreements) in coordination with technology-transfer offices at Oregon universities, solicits industry support for research programs, and...
CENTER FOR ASIAN AND PACIFIC STUDIES
110 Gehlinger Hall
Telephone (503) 346-5087
Gerald W. Fry, Director

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Philip D. Young, anthropology

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 developing innovative academic programs related 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 approximately 100 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
260 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. Klett, architecture
Peter A. Koves, architecture
Robert L. Thallon, architecture
Mary C. "Polly" Welch, 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.

CENTER FOR THE STUDY OF WOMEN IN SOCIETY
340 Hendricks Hall
Telephone (503) 346-5015
S. Marie Harvey, Acting Director

Executive Committee
Marilyn Farwell, English
Linda O. Fuller, English
S. Marie Harvey, anthropology
Sandi L. Morgen, sociology
Carol T. Silverman, anthropology
Nancy Tuan, philosophy

The Center for the Study of Women in Society, a multidisciplinary research center at the University of Oregon, is committed to generating, supporting, and coordinating research on women and gender. This mission is reflected in the breadth of CSWS programs, which include research initiatives, grant and fellowship opportunities, events and sponsored projects, publications, and curriculum and faculty development. An important goal is to work with the university community and with national, regional, and international networks to create conditions that facilitate excellent research and to make connections between education and research, public policy, and advocacy.

The center fosters collaboration and interchange among researchers interested in questions about women: the intersection of gender, race, and class; and feminist scholarship. Visiting scholars, seminars, conferences, and lecture series are part of the program. The center also provides grants and fellowships to faculty members and graduate students and supports efforts of collaborative research groups to secure external grants. Initial support for the center 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 Women.

CENTER FOR THE STUDY OF WORK, ECONOMY, AND COMMUNITY
616 Prince Lucien Campbell Hall
Telephone (503) 346-5487
Director

Participating Faculty
Joan R. Acker, sociology
Carl F. Bybee, journalism and communication
Steven Derzinskas, sociology
John B. Foster, sociology
Linda O. Fuller, sociology
Paul Goldinan, educational policy and management
Daniel Goelich, political science
Margaret J. Hallock, labor education and research
Steven Hecker, labor education and research
Gregory McIlraith, sociology
Daniel A. Pope, history
Mary Romsen, sociology
George J. Sheridan Jr., history
Donald R. Van Hooser, sociology

The Center for the Study of Work, Economy, and Community provides a facilitating structure for interdisciplinary research on issues of work and work organizations, labor force and labor market, and the economy and links to the community. Projects and interests of participants include labor and new technology, American and Japanese organizational and managerial applications in United States industry, farm, content, and direction of labor-management cooperation in the United States economy; changing positions of women in the United States labor force; the politics of comparable worth; labor and community connections in historical and contemporary perspectives; alternative policies for reindustrialization and economic growth in Oregon and the United States; international comparisons of worker participation in industry, including quality of working-life applications, and energy and community-regional economic development.

The center has hosted visiting American and international scholars and conducts forums, conferences, and seminars as part of its programs. Research opportunities are available for graduate and undergraduate students.

CHEMICAL PHYSICS INSTITUTE
230 Willamette Hall
Telephone (503) 346-4773
Geraldine L. Richmond, Director

Members
David S. Alavi, chemistry
Howard J. Carnahan, physics
Bernd Cressmann, physics
Thomas R. Dyke, chemistry
Paul A. Engelking, chemistry
Marvin D. Gruendel, physics
John Hardwick, physics
David R. Hirsch, chemistry
Bruce S. Hudson, chemistry
Michael E. Kellman, chemistry
John E. Moseley, physics
Thomas W. Musserberg, physics
Walter L. Petrolia, chemistry
Michael G. Raymer, physics
Geraldine L. Richmond, chemistry
The Computational Intelligence Research Laboratory (CIRL) performs research on basic questions in artificial intelligence: search, knowledge representation, and reasoning. Emphasis is on planning, constraint satisfaction, and reasoning about action and physical devices. Laboratory members participate in some activities in the Department of Computer and Information Science including the supervision of graduate students.

The laboratory provides financial support for students. The laboratory fosters a distinguished relationship among a small group of researchers working in closely related areas and the graduate students they supervise. The Computational Intelligence Research Laboratory is committed to having no more than twelve as members.

HUMANITIES CENTER

154 Prince Lucien Campbell Hall Phone (503) 346-3934
Steven Shankman, Director

Advisory Board
Paul R. Armstrong, English
Aleta Biernack, anthropology
Kenneth S. Calhoon, Germanic languages and literature
Richard G. Clark, music
Jennifer P. Craig, dance
Irene Diamond, political science
James W. Earl, English
Rolf Greene, comparative literature
Randall E. McGewen, history
Barbara Corrado Pope, women's studies
David Schuman, law
Siewwin Simmons, art history
Karen U. Sprague, biology
James T. Tice, architecture
Terry Warpinski, fine and applied arts
Janet Waico, journalism and communication

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 Visitors Program brings to campus leading researchers from other institutions. A similar advanced research fellowship program provides support for university graduate students during the final year of their study for the Ph.D. or similar advanced degree. The Humanities Center also provides other forms of research support in connection with travel, library needs, and research publication.

Teaching. The center offers a program of teaching fellowships to University of Oregon faculty members to develop and teach humanities courses through their own departments. 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 multidisciplinary and interdisciplinary. Courses taught through this program have included introductory, intermediate, and advanced offerings, large classes and small seminars, and individually and team-taught courses. Through its Visiting Humanities Scholars program, the Humanities Center provides support for leading humanities teachers from other institutions to teach at the University of Oregon.

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, an annual spring symposium or conference, and a Work-in-Process 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 language, larger, description, and interpretation, 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 Phone (503) 346-9641
Barnes A. Douglas, Director

Members and Associates
Dale A. Bickford, psychology
Kathleen C. Carpenter, linguistics
Scott DeLancey, linguistics
Sarah A. Douglas, computer and information science
K. Jeffrey Erikson, Good Samaritan Hospital and Medical Center
Andrew M. Fales, computer and information science
Jennifer J. Ford, psychology
Marion Sherman Goldman, sociology
T. Goodwin, linguistics
Douglas L. Hintzman, psychology
Ray Hyman, psychology
Mark Johnson, philosophy
Steven Keefe, psychology
Bertram F. Malle, psychology
Robert Muro, psychology
Louis J. Moses, psychology
Heidi Nuelle, psychology
John M. Orbell, political science
Lisa L. Palm, geography
Michael J. Postor, psychology
Mary K. Rothsbi, psychology
Myron Rothstein, psychology
Jacqueline Schachter, linguistics
Margaret E. Sereno, psychology
Paul Slive, psychology
Kurt A. Stevens, computer and information science
Terry Takahashi, biology
Margaret Taylor, psychology
Russell S. Tolman, linguistics
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. Institute 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 include work on human-computer interaction, computer instruction, the perception and comprehension of language, semantics, attention, motor skills, visual cognition, memory, and 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 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
Frederick W. Dahlquist, Director

Members
Alice Badak, biology
Bruce O. Beemer, biology
Carlos J. Bustamante, chemistry
Roderick A. Capaldi, biology
Victi L. Chandler, biology
Frederick W. Dahlquist, chemistry
Gregory C. Elson, chemistry
O. Hayes Griffith, chemistry
Diane K. Hawley, chemistry
Brian W. Matthews, physics
Douglas By Meola-Wagner, biology
Aaron Novick, biology
Stephen L. Remington, physics
John A. Scheffman, chemistry
Eric Silber, biology
George E. Sprague Jr, biology
Karen U. Sprague, biology
Franklin W. Stahl, biology
Tom H. Stevens, chemistry
Peter H. von Hippel, chemistry

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 eukaryotes and prokaryotes, including control of gene expression and development, genetic recombination, replication and transcription of DNA, translation and folding of proteins and cellular signalling mechanisms. A more fundamental understanding is developed through studies of DNA-protein interactions as the basis for control of gene expression, macromolecular structure using imaging microscopes, x-ray crystallography and nuclear magnetic resonance, and structure-function relationships in proteins and in membranes.

Members of 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 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 Husettis Hall
Telephone (503) 346-5556
Monte Westerfield, Director

Members
Judith S. Bisen, biology
Betoula Gordon-Lickey, psychology
Marvin Gordon-Lickey, psychology
Jody L. Jensen, exercise and movement science
Steven Klees, psychology
Daniel P. Kimmel, psychology
Charles B. Kimmel, biology
Gary A. Kug, exercise and movement science
Sharon R. Loecker, biology
Richard Marrocco, psychology
Peter M. O'Day, biology
Michael L. Posner, psychology
John H. Prentzow, biology
William Roberts, biology
Kent A. Stevens, computer and information science
Terry Takahashi, biology
Nathan J. Tuttle, biology
Janis C. Weeks, biology
Monte Westerfield, biology
James A. Weston, biology
Marjorie Woulfekeon, exercise and movement science

The objective of the interdisciplinary Institute of Neuroscience is to promote research training in the field of neuroscience at the University of Oregon by providing a formal structure that facilitates collaboration among individual scientists and students from four departments. It provides a graduate curriculum in neuroscience that receives integrated input from 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. Additional research programs focus on the neuronal and neuroendocrine control of behavior, visual neurobiology, molecular neurogenetics, membrane biophysics, CNS regeneration, and proproneptitive 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...
The Institute of Theoretical Science provides a center for interdisciplinary research in overlapping areas of theoretical physics, theoretical chemistry, and mathematics. 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 pre-doctoral 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) 346-4794
Stephen D. Kevan, Director

Members
Dietrich Brizza, physics
Howard J. Carruthers, physics
Paul L. Cawkwell, physics
Charles W. Curtis, mathematics
Ninendra G. Deshpande, physics
Marvin D. Girardeau, physics
Aast Goswami, physics
David R. Honeck, chemistry
Redgby C. Hwa, physics
James N. Inamura, physics
James A. Isenberg, mathematics
Michael E. Kellman, chemistry
John W. Leahy, mathematics
Robert M. Mato, chemistry
Joel W. McClure Jr., physics
David E. Soper, physics
Robert L. Zimmerman, physics

Associates
Thomas R. Dyke, chemistry
Warren L. Petelos, chemistry

The Materials Science Institute fosters research and education in the structure and properties of materials by encouraging collaboration among 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 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 microraman; a Convex C-LAP minicomputer; electrochemical and ultra-high-vacuum surface instrumentation; nanometer structure fabrication; transport measurement; and low-temperature (0.3 K) facilities. Regional collaboration gives institute scientists access to molecular beam epitaxy and metal-organic chemical vapor deposition growth methods as well as sophisticated semiconductor device fabrication facilities.

Research topics include synthesis and characterization of novel metallic and optical materials; characterization of heterostructure and amorphous materials, interfaces, and devices; surfaces, surface-reaction dynamics, and interface formation; limited dimensionality; organic conductors and polymer science; ion-modification and ion probes for materials; and biomimetic 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 receive past or current recognition of a variety of distinguished awards.

OREGON INSTITUTE OF MARINE BIOLOGY
Charleston OR 97420
Telephone (503) 838-2561
Lynda F. Shapiro, Director

Faculty
Barbara A. Bailey, Marine Biology
Richard W. Casterholz, Biology
Richard B. Emlet, Biology
Janet Hodder, Program Coordinator

CONTRIBUTORS
Oregon (1991)
Patricia Main, Biology
Steven S. Rummel, Biology
Alm Shaw, Biology
Lynda F. Shapiro, Biology
Rose T. Willig, 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 variety of marine environments in that area provide the institute with an ideal location for the study of marine organisms. Research focuses on invertebrate physiology and biochemistry, larval biology, wetlands ecology, coastal ecology, marine snow, and on ecology and physiology of marine phytoplankton. The institute facilitates graduate research on a range of related subjects.

The institute offers summer, fall, and spring programs for undergraduate and graduate biology students and students in general science and environmental studies. Courses include marine ecology, invertebrate zoology, vertebrate zoology, marine birds and mammals, algae, and biological oceanography. Students have the opportunity to conduct research projects in these areas. Facilities for individual research are available throughout the year.

The institute sponsors workshops and seminar programs on a variety of topics. For detailed information and applications, write to the director of the institute.

OREGON SURVEY RESEARCH LABORATORY
34 Prince Lucien Campbell Hall
Telephone (503) 346-0822
Patricia A. Gwartin, Director

Advisory Board
Gerald A. Albarn, marketing
Marian Friesed, marketing
Patricia A. Gwartin, sociology
Judith H. Hribbard, planning, public policy and management
Kenneth M. Kemper, educational policy and management
Catherine S. Lewis, economics
Jeffrey S. Luke, planning, public policy and management
Alan D. Meyer, management
Richard J. Rankin, special education developmental disabilities
Larry D. Singell Jr., economics
Paul Stolar, psychology
Wayne M. Wents, journalism and communication
Edward C. Weitz, planning, public policy and management

The Oregon Survey Research Laboratory serves as a resource and an intellectual home for faculty and staff members and students involved in survey-related research. The laboratory offers a complete range of survey-related services to nonacademic clientele including local, state, and federal government agencies; other research organizations; and nonprofit organizations.

The laboratory designs and conducts surveys on selected target populations using techniques that fall within the current paradigm of survey-research methodology. The laboratory is especially equipped for trained interviewers to conduct computer-aided telephone interviews using random-digit dialing. The laboratory tailors study designs to the specific needs of the particular investigation, including atypical survey conditions. The survey services offered by the laboratory include study design and planning, sampling, instrument design, data collection, coding and direct data entry, data cleaning and file construction, data analysis and computing services, and data archival.

The laboratory provides training and instruction for students in survey methods, and it conducts and promotes research in survey methodology. Products of laboratory research are available for public access within a reasonable period of time after completion of a project. Projects follow appropriate standards for the protection of human subjects.

SOLAR ENERGY CENTER
202 Lawrence Hall
Telephone (503) 346-3666
John S. Reynolds, Director

Participating Faculty
G. Z. Brown, architecture
Virginia Cartwright, architecture
David K. McDaniels, physics
Robert B. Peha, architecture
John S. Reynolds, architecture

Associates
John H. Baldwin, planning, public policy and management
Frank Vignola, physics

The Solar Energy Center emphasizes a regional approach to research in using the sun's radiant energy for heating water, for lighting, heating, and cooling buildings, and for generating electricity. 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 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, 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 on Human Development, See College of Education
Charles H. Lundquist Center for Business Development, See Charles H. Lundquist College of Business
Child Development and Rehabilitation Center, See Center on Human Development
Clearinghouse for the Association of Computer-Based Systems for Career Information, See College of Education
Deluisk Memorial Center, See College of Education
Developmental Delay Clinic, See Center on Human Development
Early Childhood Care and Parent and Child Education, 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 Charles H. Lundquist College of Business
Institute of Industrial Relations, See Charles H. Lundquist College of Business
Institute of Recreation Research and Service, See School of Architecture and Allied Arts
Institute on Violence and Destructive Behavior, See College of Education
International Institute for Sport and Human Performance, See Exercise and Movement Science
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
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
Social Science Data Services Laboratory, See Economics
Social Science Support Laboratory, See Economics
Specialized Training Program, See Center on Human Development
Speech-Language-Hearing Center, See Special Education and Rehabilitation, and see Special Services under Services for Students
Western Regional Resource Center, See Center on Human Development
Services for Students

364 Oregon Hall
Telephone (503) 346-3105
Vice Provost for Academic Support and Student Services

Under the general direction of the vice provost for academic support and student services 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

164 Oregon Hall
Telephone (503) 346-3211
Joe Wade, Director

ACADEMIC ADVISING

Advising Services
The Office of Academic Advising and Student Services supervises advising for students who have not declared an academic major. These students, who are classified as undeclared, are assigned advisors from the academic advising and student services staff or from selected faculty members in the College of Arts and Sciences. The staff coordinates initial advising meetings between students who have indicated a major preference and faculty advisors from academic departments. Students in the prehealth sciences, fifth-year education programs, and prelaw receive advising assistance in this office.

Students seeking help with problems such as choosing a major, making a smooth transition to the university, cutting red tape, and withdrawing from the university receive 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 requirements and personal academic problems.

Services for Student Athletes
The counselors for student athletes provide academic advising and counseling for athletes listed on varsity rosters. They are available to help student athletes balance academic responsibilities with athletic activities and to assist with academic program planning and course registration. A course about the relationship of student interests to university majors and educational goals is offered for student athletes. Academic progress by student athletes is monitored and recorded during their attendance at the University of Oregon, and tutoring is available to them through this office. 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 Margarei Donahue, Stella Cooley, or Twinkle Ann Morton; telephone (503) 346-3428.

Peer Advising
The Peer Academic Advising Program supplements faculty advising available to undergraduate students. Trained students assist their peers in using academic advising appointments to best advantage. More than fifteen academic departments participate in the program. Peer advisers have the opportunity to combine instruction in problem solving and organizational and leadership skills with on-the-job experience. Students seeking advice can talk over personal concerns about academic and career goals with trained and empathetic fellow students.

For more information contact Karen Crane or Bunny Nosler in 164 Oregon Hall; telephone (503) 346-3211.

Academic Standing
Academic standing at the University of Oregon is determined by the grade point average (GPA) a student earns in university courses. Good academic standing means that the student has a cumulative UO GPA of 2.00 or better.

Academic sanctions are explained in the Registration and Academic Policies section of this bulletin and in the schedule of classes. Counselors in the Office of Academic Advising and Student Services are available to assist students who do not have good academic standing.

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 university. These students are
AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY

474 Oregon Hall
Telephone (503) 346-3123, TDD (503) 346-0952
Kenneth F. Lehman III, Director
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.

ASUO Programs Finance Committee. The ASUO Programs Finance Committee, and the EB Memorials Union Board individually develop budget recommendations for submission to the Student Senate every year during spring term. The Student Senate then votes to accept or deny the budget recommendations and forwards the final fee recommendation to the President of the University of Oregon. The final budget is approved by the Oregon State Board of Higher Education. The individual program student senate submit budgets to the appropriate finance committees. The full Student Senate hears special requests throughout the year.

The Student Senate is one-third of the University Senate, the other two-thirds are faculty members. Student Senate members are all 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. The ASUO Programs Finance Committee, and the EB Memorials Union Board individually develop budget recommendations for submission to the Student Senate every year during spring term. The Student Senate then votes to accept or deny the budget recommendations and forwards the final fee recommendation to the President of the University of Oregon. The final budget is approved by the Oregon State Board of Higher Education. The individual program student senate submit budgets to the appropriate finance committees.

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monthly meetings with the UO president. The fourteen-member council includes representatives from the ASUO Executive, Student Senate, Residence Hall Governance Committee, EMU Board, and ASUO programs, and two students elected for one-year terms from the student body at large.

Student Health Advisory Committee. The committee advises the director of the Student Health Center and the vice president for administration on policies and procedures of the health center. This includes evaluation of proposed budgets and subsequent recommendation of an annual health center budget and fee to the center's director. The ASUO Committee on Committees and the ASUO president recommend nine students to the UO president for appointment to this body.

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 an international organization whose goal is to encourage students to enter advertising careers. American Institute for American Community Tenants, an elected body, represents the interests of Amazon tenants and participates in the Family Housing Board, which sets policies for 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. Amnesty International works for the immediate release of all prisoners of conscience, fair trials for all prisoners, and the end of torture. Asian-Pacific American Student Union serves the university's considerable population of Asian-Pacific Americans. ASUO Childcare Task Force, an advocacy student group, advises the ASUO Executive, represents the childcare needs of student parents, and sets policy for the ASUO student childcare subsidy program. Student members are appointed annually by the ASUO president. Azonus 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 advisors 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 UO students and to faculty and staff members. Campus Radio (KVVA) offers opportunities to learn radio broadcasting in a hands-on environment. Management and operation of the station 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. Campus Recycling Program, jointly funded and administered by students and the university, staffs current recycling projects and creates new ones for the UO community. The program promotes education about recycling issues, related grassroots actions, and waste reduction services. Chi Alpha Christian Fellowship offers fellowship, worship services, and Bible study to interested students. Chinese Student Association coordinates academic, social, and cultural activities for about 300 UO Chinese students. Circle K International is a college-level club that is dedicated to providing community service. College Democrats is a campus organization that gives student Democrats a chance to be involved in local, state, and national politics. College Republicans is the official campus affiliate of the Republican Party. Members work in campaigns, lobby legislators, register voters, and attend Republican Party conventions. Committee for the Musical Arts sponsors artists who represent traditions, cultures, and repertoires not provided by the School of Music, the Cultural Forum, or other campus organizations. Crisis Center provides emergency counseling when other university and ASUO facilities are unavailable. The Crisis Center phone line operates twenty-four hours a day, telephone 316-4488. Center staff members also refer students to specialized agencies. Dance Oregon offers students the opportunity to see, perform, and participate in dance concerts, master classes, and workshops. Performing membership is obtained through auditions held each fall. Educational Policy and Management Graduate Student Association is a support group for educational policy and management graduate students. ESCAPE (Every Student Caring About Personalized Education) is a student-initiated and student-run accredited prairie that places student volunteers. Footnotes provides lecture notes as study supplements for lower-division courses. Notes may be purchased for the whole term or for individual class days. Forensics is the university's debate society and speech club. Hong Kong Student Association organizes functions with other student groups, promotes multicultural awareness, and increases awareness of Hong Kong culture. Interfraternity Council provides a central organization for fraternity activities and leadership opportunities and promotes campus involvement. International Student Association (ISA) is an umbrella organization for students from nations around the world. Included are the Arab Student Club, Indian Student Association, Indonesian Student Association, Iranian Student Association, Japanese Student Association, Kultura Filipina, and Organization of Arab Students. Under the guidance of the ISA, these associations of students work to promote the educational, social, and cultural activities of international students at the university. Jewish Student Union serves the student body through conferences, retreats, speakers, films, and discussion groups scheduled for the best possible benefit of both Jewish students and the university community. Journal of Environmental Law and Litigation, a publication by UO law students, provides a national forum on reform and litigation in the natural resources area. Land, Air, and Water is the School of Law's environmental organization, dedicated to improving the natural environment. Legal Services provides legal services free of charge to all regular UO students through incidental fees provided by the ASUO. Services include but are not limited to landlord-tenant disputes, uncontested divorces, and small-claims counseling. Lesbian, Gay, and Bisexual Alliance serves members who seek relaxed, nonoppressive interaction, worthwhile activities, and a positive sense of self. Lesbian and Gay Law Student Association provides students interested in representing gay, lesbian, and bisexual students the opportunity to learn about issues of importance to the gay, lesbian, and bisexual community. Literary Society publishes a literary and arts magazine, Timbrel, featuring prose, poetry, and artwork submitted by University of Oregon students. M.B.A. Association aims to improve the UO graduate business program through student involvement. MECHA (Movimiento Estudiantil Chico de Aztlan) 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 pregnancy problem resolution to students or student groups. The program offers workshops and courses to members of the university community. Minority Law Students Association helps minority law students make the transition to legal study and supports them in law school. Multicultural Center brings together students and faculty, staff, and community members to share and celebrate different cultures. Activities include educational symposia, theater, and dance. Muslim Student Association fosters understanding of Islamic culture. 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, a constituent service of the ASUO, provides free representation to students in matters of student grievances, contact code, and related matters. Staff members help students resolve problems arising from university life.

Oregon Ballroom Dance Club organizes weekly dances and classes that teach ballroom dance technique.

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 Law Students' Public Interest Fund raises money to fund stipends for law students who are interested in working in public interest law.

Oregon Marching Band is the musical representative 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 an organization dedicated to consumer and environmental advocacy.

Oregon Voice, a general-interest magazine, presents and expresses issues and ideas that affect the quality of life in the university community.

Panhellenic Council 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 furtheres 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 theater arts to participate.

Predential Club sponsors activities that present a general view of dentistry as a health-related profession. At these activities predential students educate other students about dental care and hygiene.

Prehealth Sciences offers seminars, professional school information, and clinical observation for premedical and predential students.

Prelaw Society provides an information area and services—including meetings and newsletters—for prelaw students especially for juniors and seniors engaged in the law school application process.

Project Safeidee is a campus shuttle service for women that is available seven nights a week during the academic year. Its runs are driven by women and serve the university and family housing neighborhoods.

Returning Student Association, an organization of adult students helping other adult students, provides returning students with a voice to be heard by the decision-making bodies of the University of Oregon student government and administration.

Singapore Student Association offers Singapore students access to Singapore alumni living in Oregon.

Sister University Project is a joint program between the University of Oregon and the University of El Salvador.

Solar 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 free lectures to the public.

Student Bar Association is one of many student interest groups in the University of Oregon School of Law.

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 clearing-house for students interested in environmental concerns.

University of Oregon Snow Club organizes recreational skiing and snowboarding trips.

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 Theater, 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 4.8 million students nationwide and is the recognized voice of students in Washington, D.C.

Vietnamese Student Association is a student cultural and support group for Vietnamese American students.

Westmoreland Tenants Council, an elected body, represents the interests of Westmoreland family housing tenants.

Whitebird Clinic: Rideshare links people offering rides with those needing rides.

Women's Center provides UO women a work and educational environment that promotes personal and societal change. The center provides information, support, and services to facilitate education about issues of feminism, women, and gender. It fosters an atmosphere in which students and staff and faculty members can engage in discussions and activities that empower women as individuals and as a community. Services include resource and referral, advocacy, event planning and coordination, support groups, a women's newsletter, and cultural events cosponsored with other student groups.

BOOKSTORE
895 East 13th Avenue
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 from 7:45 a.m. to 9:00 p.m., Monday through Friday; 10:00 a.m. to 6:00 p.m. Saturday, and noon to 5:00 p.m. Sunday.

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 class schedules and a variety of merchandise including calculators, computers, and software. A complete university sports gear and Ignite department is located along the west side of the floor. On the east side are greeting cards, gifts, drug sundries, magazines, candy, and snacks. The Duck Stop coffee and espresso counter features Starbucks brand products.

On the upper level, in the general book department, the bookstore offers more than 40,000 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 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 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 its book department discount. Although the percentage is not guaranteed, last year the bookstore gave UO students and employees a savings of 10 percent off the publisher's list price. Since 1973 the bookstore has returned more than $8 million to its members through this discount.

Specific services offered at the bookstore include no-charge check cashing, U-Lane-O and Bank of America automatic teller machines, free gift wrapping for store purchases, free notary public service, free self-service coin lockers, key

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Making, acceptance of Oregon Daily Emerald classified advertisements, postage stamp sales, film-processing service, University of Oregon jewelry sales, graduation cap and gown sales and rentals, self-service photocopies, a free campus telephone, public restrooms, and bicycle parking and storage outside the store. The bookstore also offers UPS package service and outgoing fax service at competitive prices.

Portland Center
For the convenience of Portland-area alumni and friends of the university, the bookstore sells university apparel and insignia merchandise at the UO Portland Center. The center is located at 722 SW 2nd Avenue in Portland; bookstore telephone (503) 725-3057.

Organization and Management
For many years a cooperative store, the bookstore is now an independent, nonprofit corporation whose membership is composed 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, five 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 part-time students or spouses of 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 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 instructions for all to use it. People are also welcome to call the manager and staff for additional information.

CAREER CENTER
244 Hendricks Hall
Telephone (503) 346-3235
Lawrence H. Smith, Director

The University of Oregon Career Center is the primary campus resource for students and alumni seeking career direction and full-time and part-time employment.

Career Planning. Career planning services help students combine educational and career goals. The Career Assessment Program and Special Studies: Career Discovery (CPSY 199) provide a systematic approach for identifying skills and interests. Individual counseling and career assessment services are available to help students select courses and majors to fit their goals.

The career library houses an extensive collection of career and employment resources. Information is provided about local, regional, and national internship programs as well as the center's Career Development Internship Program. A Workshop course, Success Skills (CPSY 408/508), helps students identify individual strengths.

Mentor Program. This program is described in the Academic and Career Planning section of this bulletin.

Placement. Each year more than 14,000 jobs are listed with this office. The campus interview program brings approximately 100 employers to campus.

Job information is available on several databases and on hard copy. 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 resume writing, interview skills, and job-search strategies. A Workshop course, College to Career (CPSY 408/508), provides comprehensive information about the job-search process. The office has a reference file service to support applications for graduate school or educational employment.

Counselors are available with or without appointments for consultation. Currently enrolled students and alumni are invited to use the Career Center's services.

For more information, see the Academic and Career Planning and Student Employment sections of this bulletin.

CHILD AND FAMILY SERVICES
463 Oregon Hall
Telephone (503) 346-2962
Karen Logan, Administrator

University Child and Family Services, a program in the Office of Human Resources, assists university families in managing work, education, and family life. The office coordinates information about campus and community childcare options, resources for families and elder care, and university policies related to children and families. Counseling on parenting, childcare, and other family issues is available to students and members of the faculty and staff.

UO AFFILIATED CHILD CARE PROGRAMS

ASUO Student Childcare Subsidy
Funded by student incidental fees, the program pays a percentage of childcare expenses for low-income students. UO-affiliated and licensed community childcare expenses are covered. More information and applications are available from the EMU Childcare and Development Centers office.

Amazon Cooperative Family Center
Telephone (503) 385-6554
The center accepts children who are between the ages of eight months and eight years.

The center serves primarily families who live in Amazon family housing but accommodates some UO and low-income community parents when space is available. Parents may reduce their costs through several cooperative arrangements and may also share in the center's management through membership on the center's board of directors. See also Associated Students of the University of Oregon on this section of the bulletin.

COUNSELING AND TESTING

Second Floor, Student Health Center
Telephone (503) 346-3227
Weston H. Morrill, Director

The University Counseling Center offers individual and group mental health counseling, developmental programs and workshops, and testing to students at the university. Some fees are charged for testing. Counseling services are offered without charge to students currently enrolled at the university.

More information about services provided by the counseling center may be found on the World Wide Web; follow pointers from the University of Oregon Home Page.
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, students, and others on behavioral and mental health issues.

Testing: 346-3230. The testing office schedules and administers required placement examinations for mathematics, composition, and Chinese, French, German, Spanish, and Japanese languages. Credit by Examination 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. Tests are administered by appointment.

Training. The center offers a predoc torial internship program that is approved by the American Psychological Association and supervised practice internships for graduate students in counseling, clinical psychology, and social work.

Crisis Center: 346-4458. 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) 346-3216
Jane DeCito, Dean of Students
The Office of the Dean of Students, through its services and programs, helps create a positive campus environment in which students can practice the intellectual, emotional, and social skills that ensure success at the university and in the complex global community they will enter after graduation. Programs, from preenrollment through commencement, are designed to create a sense of community that allows students to pursue their academic careers in a safe, respectful atmosphere that fosters cooperation among people who live and work together.

Commencement
Mary Hudzikiewicz, Coordinator
All university commencement exercises are held in June and August. Individual departments and colleges hold additional ceremonies in June. See the academic calendar for dates.

Faculty Firesides
Laura Blake Jones, Coordinator
Faculty Firesides, a joint effort of the University of Oregon Foundation and the Office of Academic Support and Student Services, offers faculty members and students the chance to spend time together in casual settings where open dialogues are encouraged and relationships are enhanced.

Freshman Seminars
Greg Lobisser, Coordinator
Freshman Seminars is an innovative program of courses developed especially for University of Oregon freshmen and transfer students in their first term at the university. Enrollment in each seminar is limited to twenty students. Unlike traditional lecture courses, the emphasis is on active discussion by 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 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.

Gay, Lesbian, and Bisexual Education and Support Services
Stephanie Carnahan, Coordinator
Education and support provide a hospitable campus environment for gay, lesbian, and bisexual students, faculty members, and staff members. Services include support groups, information and referral, and campus antimorphophobic education programs.

Greek Life Advising
Shelley Sutherland, Adviser
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 the Honors and Awards section of this bulletin or contact the Office of the Dean of Students.

Honors and Awards

Leadership Classes
Shelley Sutherland, Coordinator
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 educational policy and management area 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 the Office of the Dean of Students.

Mediation Program
Room 338, Erb Memorial Union
Telephone (503) 346-4240
Jacqueline Gibson, Director

New Student Orientation Programs
Jackie Balzer, Director
Orientation programs for new undergraduate students and parents 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.

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 Orientation. During New Student Orientation, held in September, more than 300 academic, social, and cultural programs are presented by faculty members and returning students. Programs 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.

Parent Programs
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 speeches are some of the events offered during Parents' Weekends. 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 the Office of the Dean of Students.
Race Task Force
Coordinated by the Office of the Dean of Students and the Office of Multicultural Affairs, the Race Task Force provides support to students who experience racism and mediates incidents of racial tension on campus. The task force offers forums and events for the public discussion of racial issues, publishes an educational brochure on racism, and advocates for victims of racial harassment.

Student Conduct Program
Elaine Green, Student Conduct Coordinator
The university's student conduct program is designed to protect the rights, health, safety, and well-being of every student and member of the university community and, at the same time, protect the educational objectives of the university.

An abridged version of the Student Conduct Code and information concerning the student conduct program appear in the schedule of classes, available in the Office of the Registrar and from the Office of Academic Advising and Student Services, University Housing, the ASUO, and the Office of Student Advocacy. A Faculty-student committee has primary responsibility for formulating the student conduct policies and procedures. The program is administered by the student conduct coordinator.

Substance Abuse Prevention and Education
Laura Blake Jones, Coordinator
The Office of the Dean of Students administers campus programs on alcohol and drug-abuse education, prevention, and intervention. Programs and services are offered to campus organizations and students who want information about the use and abuse of alcohol and other drugs.

Unwanted Sexual Behavior Prevention
Laura Blake Jones, Coordinator
The Office of the Dean of Students administers campus programs on alcohol and drug-abuse education, prevention, and intervention. Programs and services are offered to campus organizations and students who want information about the use and abuse of alcohol and other drugs.

Cultural Forum
The Cultural Forum presents a program of campus entertainment and cultural activities including the visual arts program for the EMU, films, concerts, lectures, and performing arts.

Outlook Program
The Outpost Program offers activities such as bicycle touring, camping, canoeing, hiking, river rafting, sea kayaking, ski touring, and wind surfing. The program hosts on-campus 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 provides resources to students and student organizations for any type of programming. The staff also offers consultation and workshops to help meet individual or group goals.

ERB MEMORIAL UNION
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 options, 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 Postal Service, the Campus Copy Center, photo I.D. service, a small variety store, a ticket outlet, the university lost-and-found service, a travel agency, two automatic teller machines, and the Competing Center Laboratory.

Other facilities of the EMU that are not housed in the building are the Waterworks Canoe Company, which rents canoes and kayaks for use on local waterways, and the Outdoor Program.

The EMU Board of Directors fulfills its statutory responsibilities to the Associated Students of the University of Oregon (ASUO), the Student Senate, which makes recommendations to the president of the university about 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 is responsible for making general policy decisions and long-range plans for the EMU Memorial Union. The board also advises EMU student members on university-wide student management and administration. The board is made up of elected students, appointed students, and appointed faculty members.

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. Physical therapy and rehabilitative services, sports medicine and therapy clinics for treatment of injuries
10. Licensed pharmacy
11. Nutrition counseling
12. Health education services
13. Travel clinics
14. Health insurance program
there is no charge for basic nursing care. However, because this care is first-come, first-served, more time may be spent in the waiting room than if an appointment is made.

Students can use the local emergency rooms and after-hours clinics for emergency and immediate care when the health center is closed.

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. There is no charge for basic nursing care. There is a nominal fee for the first office visit each term.

Students who are referred for medical services not available at the Student Health Center or who seek medical or health services elsewhere are fully responsible for all expenses.

Health Insurance. All students are strongly encouraged to have health insurance. Health insurance can be purchased in Room 102, Student Health Center. 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 have a screening 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

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.

The Student Health Center is fully accredited by the Accreditation Association for Ambulatory Health Care.

For more information about Student Health Center services, pick up an informational brochure at the Student Health Center.

INTERCOLLEGIATE ATHLETICS

Casanova Athletic Center
2727 Leo Harris Parkway
Telephone (503) 346-4491
Bill Moore, Director

Head Coaches and Trainers
Dean Adams, trainer
Mike Beltz, football coach
Tami Brown, softball coach
Bill Dellinger, men's track-and-field and cross-country coach
Ron Finley, wrestling coach
Jerry Green, men's basketball coach
Cathy Nelson, volleyball coach
Wade Judy, women's tennis coach
Tom Heinonen, women's track-and-field and cross-country coach
Lara Mock, women's golf coach
Jody Runge, women's basketball coach
Steve Nusser, men's golf coach
Emery "Buzz" 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.


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 will host its eighth NCAA meet in spring 1996.

Numerous university teams—men's and women's—have won conference and regional championships. Many university athletics 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 1997.

The University of Oregon belongs to the NCAA: both men and women compete at the Division I level. 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 Coast Intercollegiate Athletic Conference (Pac-10). Other members of the Pac-10 are Arizona, Arizona State, UCLA, USC, California, Stanford, Oregon State, Washington, and Washington State. In 1996, the OU football team, champions of the Pac-10 conference, competed in the Rose Bowl.

Pac-10 schools have captured more NCAA titles than any other conference in the nation.

Duck Athletic Fund

The Duck Athletic Fund is the fundraising arm of the Department of Intercollegiate Athletics. Home offices are in Room 203 of the Casanova Athletic Center on the OU 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 at 225 SW 2nd Avenue in Portland; telephone (503) 725-3828.

PHYSICAL ACTIVITY AND RECREATION SERVICES

181 Esslinger Hall
Telephone (503) 346-4105
Lois J. Youngen, Director

Physical Activity and Recreation Services (PARS), made up of Physical Education, Recreation and Intramurals, and Equipment and Facilities Management Services, supports itself through fees charged for physical-activities courses. PARS sponsors comprehensive sports and recreational programs for students and for faculty and staff members of the university.

Physical Education offers more than 180 physical-activity courses that emphasize the development of physical skills and contribute to a healthy lifestyle. Recreation and Intramurals programs offer the participation opportunity to enjoy competitive sports and informal recreational activities.

Equipment and Facilities Management Services maintain the recrational facilities and provide services in the men's and women's locker rooms.

PARS programs are described more fully in the Special Studies section of this bulletin.

PUBLIC SAFETY

Stauber Hall
3319 East 15th Avenue
Telephone (503) 346-4444
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, occupational safety, radiation safety, keys and locks, parking, the Lane Transit District Ridership Program, and bicycle and car registration.

Parking 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 under Special Fees in the Tuition and Fees section of this bulletin. Visitors may obtain free one-day parking permits from the public safety office, the information kiosk at 13th Avenue and Beach Street, or from the department they are visiting.
SPECIAL SERVICES

Academic Learning Services
68 Prince Lucien Campbell Hall
Telephone (503) 346-3256
Susan Lesyk, Director

The Center for Academic Learning Services (ALS) provides academic support to university students at various stages in their educational programs. Through academic courses, noncredit workshops, individual counseling, walk-in drop-in mathematics and writing laboratories, the center offers assistance 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. Courses offered by the center 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 reviews, 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 laboratories. Supplementary English Language Training. The SELT 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 pronunciation (LING 81), 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. These courses carry credit for enrollment (eligibility) but not for university requirements. They satisfy no university or college requirement. SELT courses are taken at the same time as other university course work. Information about this program is available from either the institute or the Office of International Education and Exchange.

Graduate Teaching Fellow Program. English courses are offered to international graduate teaching fellows who need or want help 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 institute office, the Office of International Education and Exchange, and the Graduate School.

Short-Term Programs. Upon request, the institute 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. The institute’s student services include an academic counselor, an extensive orientation program before classes begin, planned activities in Eugene and the state of Oregon, housing assistance, and host families.

Admission Procedures. The institute’s Intensive English Program is open to students who have successfully completed secondary school and are able to demonstrate sufficient financial support for study in 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 diplomas 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 $40

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 the American English Institute’s Intensive English Program does not imply admission to any other school or program at the University of Oregon.

Inquiries regarding admission should be directed to Admissions Coordinator, American English Institute, 5212 University of Oregon, Eugene OR 97403-5212, USA; fax (503) 346-3917.

Educational Opportunities Program
68 Prince Lucien Campbell Hall
Telephone (503) 346-3256
Susan Lesyk, Director

The Educational Opportunities Program (EOP) is part of the Center for Academic Learning Services. Funded by a federal grant, the program provides comprehensive academic support including courses, noncredit workshops, tutoring, academic and personal counseling, advocacy, and mediation help for disadvantaged and traditionally underrepresented students. The program offers services to students with a variety of problems and skill levels—from those who are having trouble staying in the university to those whose plans include graduate or professional schools.

For more information, see also Academic Learning Services in the Special Studies section of this bulletin. The Educational Opportunities Program office is open weekdays from 8:00 A.M. to 5:00 P.M.

High School Equivalency Program
1655 East 17th Avenue
Telephone (503) 346-3551
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. The program offers services to students with a wide range of academic and language skills and 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 High School Equivalency Program office is open weekdays from 8:00 A.M. to 5:00 P.M.

Multicultural Affairs
470 Oregon Hall
Telephone (503) 346-3479
Marshall Sautoeda, Director

The Office of Multicultural Affairs (OMA) assists the university in the recruitment and retention of African American, Asian-Pacific Islander, Chicano-Latino, American Indian, and tribal affiliated Alaska native students. In addition, staff members strive to provide a caring and supportive environment for people of color. The office’s support services include:

1. Assistance with admission
2. Academic advising
3. Macintosh computer laboratory
4. Scholarship, employment, and internship information
5. Student advocacy
6. Tutorial assistance
7. Selected course offerings including College Composition I (WR 121, 122), Intermediate Algebra (MATH 93), College Algebra (MATH 111), Calculus for Business and Social Science I (MATH 241, 212), Introduction to Methods of Probability and Statistics (MATH 245)

The office sponsors the Scholar Speakers Series, the Mentorship Program, and Awards and...
Graduation Ceremony 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 Student Leadership Team Program.

Services are free. Students of color are encouraged to use the Office of Multicultural Affairs.

**National Student Exchange**

164 Oregon Hall
Telephone (503) 346-3211
Joe Wade, Coordinator

The University of Oregon is one of 124 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 must have a 2.50 cumulative grade point average (GPA) or better. Students typically participate in the exchange program during the sophomore or junior year. In general, students 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 Center**

Clinical Services Building
Telephone (503) 346-3993
Lori Hornfell, Director

The Speech-Language-Hearing Center offers a full range of clinical and consultative speech, language, and audiological services for individuals of all ages. These services are offered in the Center on Human Development and in a variety of off-campus sites including preschools, public schools, hospitals, rehabilitation centers, and clinics. The center serves as a local, state, and national resource for innovative clinical service and clinical research, providing high-quality, database speech, language, and hearing services to individuals with communication disorders or delays. Simultaneously, the center creates opportunities in clinical practice for students in the Communication Disorders and Sciences Area.

**Upward Bound**

1859 East 15th Avenue
Telephone (503) 346-3301
Pearl M. Hill, Director

Upward Bound Mathematics and Regional Science Center 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 who are from low-income families and who are potential first-generation college graduates with academic promise are eligible. Students are selected from high schools and Upward Bound and Talent Search programs in Alaska, Idaho, Oregon, and Washington.

Participants attend an intensive four- to six-week residential program during the summer session. The students take course and laboratory work in biology, chemistry, physics, and mathematics. The emphasis of the program is to develop the students' skills and interests, encouraging them to pursue careers in mathematics and science-related fields. During the school year students are provided with tutorial and mentor programs and are assisted with college-preparation activities in their school environments.

**Veteran Affairs**

220 Oregon Hall
Telephone (503) 346-3119
Herbert R. Cherock, Coordinator

The Office of Veteran Affairs, in 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 Assistance Regional Office in Portland. A student wanting *advance pay* for educational benefits should write or call the Office of Veteran Affairs approximately sixty days before the beginning of his or her first term at the University of Oregon and no later than thirty days before. 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

Director

The Yamada Language Center houses the University of Oregon's language laboratories; it has an extensive collection of audio and video media and computer software. The center has multimedia laboratory facilities for 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**

123 Agate Hall
Telephone (503) 346-2107
Kalista Bernardi, 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 cooperation with the UO Alumni Association and the Office of the Vice President for Public Affairs and Development, the council seeks to:

- 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, alumni, parents, and community residents

The group is composed of resourceful students who demonstrate strong leadership, organizational skills, and an interest in and understanding of the university. New members are selected each fall and spring by a committee of juniors and seniors.

In addition to planning, organizing, and implementing special events such as Homecoming, Mayfest, Parents' Weekend, and blood drives, the council 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-six years of service to students and to faculty and staff members in 1996. This is the sixteenth year the bookstore has assisted in funding the UO Undergraduate and Graduate Bulletin's full-color covers, recognizing 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.
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Summary of Degrees Granted: Fall 1993 through Summer 1994

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Advanced Degrees

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<td>Master of Science</td>
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Retention Data

Retention rates are presented in support of this requirement.
Located at the junction of the Willamette and McKenzie rivers, Eugene is an hour east of the Pacific Ocean and an hour west of the Cascade Mountains. Eugene combines the relaxed amenities of a small town with the cultural advantages of a much larger city. Here, rainbow and cutthroat trout rise in the clear riffles of the Willamette River, while the world-class acoustics of the auditoriums in the Hult Center for the Performing Arts lure performers ranging from James Brown to the Israeli Ballet. On summer evenings, thousands watch the Eugene Emeralds baseball team take on regional opponents at Civic Stadium, while hundreds attend one of the many free concerts at local parks. Sailboats and sailboarders dot the waters of nearby Fern Ridge Reservoir, while Olympic track-and-field hopefuls compete at the UO's Hayward Field.

A city with a distinct personality, Eugene (population 117,000) is a community that literally celebrates diversity. During the annual Eugene Celebration, large sections of the downtown are closed to traffic and filled with a colorful mosaic of outdoor food booths, parade floats, musical performances, art, athletic events, and jubilant celebrants. Area craftspeople and artists display their wares at Eugene's open-air Saturday Market and enliven the colorful atmosphere of the Fifth Street Public Market.

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It's all within easy reach of campus by foot, bike, or bus. More than 100 miles of bicycle paths and jogging trails meander through the city's riverside parks and rose gardens and into the business and university districts. The city's bus system provides convenient—and free—transportation to UO students. Eugene's central location allows easy access to a world of recreational opportunities. A few timely examples:

- Just fifteen minutes from campus: One can fish for trout in a crystal-clear river. Hike through lush, fragrant forests. Relax in one of the 157 area parks. Float the Willamette River. Catch a concert at the world-class Hult Center.
- Just sixty minutes from campus: One can walk for miles on pristine public beaches. Explore tide pools teeming with life. Watch migrating whales, fishing boats, and spectacular sunsets from rocky cliffs. Drive a dune buggy across the world's largest ocean-formed sand dunes.
- Just ninety minutes from campus: One can charge downhill through a flurry of light powder or glide along miles of groomed cross-country ski trails at the Willamette Ski Area. Camp beneath the summer stars or explore clean mountain lakes hidden amid majestic conifers.
- Eugene is close enough to Portland to take in a Trail Blazers game, and the Eugene Airport provides convenient service to Seattle, San Francisco, Denver, and Salt Lake City.
Bonjour!
rentrée scolaire
prêts
carle?
waill?
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